



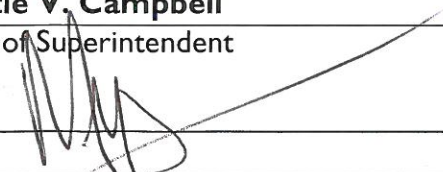
Indiana Department of Education
SUPPORTING STUDENT SUCCESS

School Improvement Grant 1003(g)

Appendix F: LEA Application of General Information 2011-2012

School Improvement Grant 1003(g)

LEA Application: General Information

Corporation Name: Gary Community School Corporation		Corporation Number: 4690
Contact for the School Improvement Grant: Dr. Myrtle V. Campbell		
Position and Office: Superintendent	Contact's Mailing Address: 610 E. 10th Place Gary, IN 46402	
Telephone: 219.881.5401	Fax: 219.886.9376	
Email Address: mvcampbell@garycsc.k12.in.us		
Superintendent (Printed name) Dr. Myrtle V. Campbell		Telephone: 219.888.5401
Signature of Superintendent X 		Date: July 15, 2011

➔ Complete and submit this form one time only.

➔ Complete a second form, "Tier I and II Application" for each school applying for a school improvement grant.

I. Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I and Tier II schools provided by the IDOE, complete the information below, for all Tier I and II schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an "X" indicating the tier and the school improvement model (intervention) selected, based on the "School Needs Assessment" conducted by the LEA. (Add cells to the table as needed to add more schools.)

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

School Name	Grade Span	Tier I	Tier II	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Bailly Preparatory Academy	K-6	X (new)		X				
2. Lew Wallace High School	7-12		X	X				
3. Theodore Roosevelt Career & Technical Academy	7-12		X	X				
4. West Side Leadership Academy	9-12		X					X
5. Dr. Bernard C. Watson Academy for Boys	K-6	X (new)						X
6.								

2. Explanation if LEA is Not Applying to Serve Each Tier I School

☐ We will serve all of our Tier I schools.

☒ We believe we do not have the capacity to serve all Tier I schools. Our explanation for why is provided below.

We have two schools, Bailly Preparatory Academy and the Bernard C. Watson Academy for Boys which have been identified as Tier I (new) schools. We have made the decision to serve one of these two, Bailly Preparatory Academy. We have also decided to serve Lew Wallace STEM Academy and Roosevelt Career and Technical Academy, both 7-12 schools. We are particularly concerned about the academic achievements of our students at the secondary level, particularly in the areas of English 10 and Algebra I. Both schools have results far below expectations, as well as below schools of similar demographics.

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

School Name: Bailly Preparatory Academy

School Number: 4102

Stakeholder Group	Mode of Communication	Date
Faculty	Meetings	Aug. 16 ; Sept. 2; Oct. 7; Nov. 4; Dec. 2; Jan. 6; Feb. 3; March 3; April 14; May 5; July 8
Parents	Meetings	Oct. 7, 13, 27, 29; Nov. 8, 10; Dec. 8; Feb. 16; April 1
Parents	Workshops	Oct. 26; Nov. 2, 9, 16, 23; Dec. 15; Jan. 4, 11, 18, 25; Feb. 8, 15, 22; Mar. 1, 8, 14, 22, 28; April 12, 19, 26,; May 3, 17
External Partner	Meetings	July 6, 8, 12, 13

School Name: Lew Wallace STEM Academy

School Number: 4029

Stakeholder Group	Mode of Communication	Date
Faculty	Meetings	Aug. 16; Sept. 16; Feb 17; March 17; April 21; June 14
Parents	Meetings	August 3 and 10; Sept 16 and 24; Oct 2 and 28; Jan 20; Feb 17; June 15
Parents	Workshop	April 1
Community Partnership/Student/Teacher	Forum Workshop	March 14 April 25, April 27, March 11, Sept 22, April 22 , Jan 4
External Partner		July 6, 8, 12, 13

*| **School Name:** Roosevelt Career and Technical Academy **School Number:** 4033

Stakeholder Group	Mode of Communication	Date
Faculty	Meetings	Aug 16; Sept 15; Oct 13; Nov 17; Dec 7; Feb 16; March 16; April 20; May 18
Parents	Meetings	Dec 17; Jan 31; May 18
Parents	Workshop	Oct 18; Nov 11 & 22; Dec 13; 1 & 31; Feb 18; May 18; June 27; July 16
Community Partnership/Student/Teacher	Meeting	Sept /Dec – Weekly meeting with Students
External Partner	Workshop/PD	Sept 10; Oct 10; Nov 10; April 11 Oct/Dec – Weekly Departmental Meetings

*DOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

 Gary Community School Corporation assures that it will
Corporation/Charter School Name

- ☒ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- ☒ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.
- ☐ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- ☒ 4. Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☒ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

Appendix G: LEA Application for Each Tier I and Tier II School

School Improvement Grant 1003(g) 2011-2012

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school
applying for a school improvement grant.

School Corporation Gary Community School Corporation Number 1803870

School Name Bailly Preparatory Academy (NCES ID # 180387000612)

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

☒ Turnaround

☐ Restart

☐ Transformation

☐ Closure

Assurances

Gary Community School Corporation

assures that it will

Corporation/Charter School Name

- ☒ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
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- ☐ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- ☒ 4. Report to the SEA the school-level data required under section III of the final requirements.

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- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

➤ Instructions:

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➤ Instructions:

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Black	50%	139	High	High-Students have had little contact with the district curriculum because many of these students are attending an Indiana school for the first time .High mobility rate.
Free/Reduced	50%	123	High	High –Students have had little contact with the district curriculum because many of these students are attending an Indiana school for the first time. High mobility rate.
Special Education	100 %	10	High	High- 10 students were identified to take ISTEP+ with/without accommodation. None were successful.

(IMAST)	50%	9	High	19 students were identified to take IMAST with accommodations.
Multiracial	50%	19	High	HIGH – Students have had little contact with the district curriculum because many of these students are attending an Indiana school of the first time High mobility rate.

Mathematics

Black	55%	157	High	High- Students have had little contact with the district curriculum because many of these students are attending an Indiana school for the first time High mobility rate.
Free/Reduced	56%	139	High	High- Students have had little contact with the district curriculum because many of these students are attending an Indiana school for the first time. High mobility rate.
Special Education	100%	10	High	High-10 students were identified to take ISTEP+ with/without accommodation. None were successful.
(IMAST)	50%	9	High	19 students were identified to take IMAST (the alternative assessment for special needs) with accommodations.
Multiracial	61%	23	High	High- Students have had little contact with the district curriculum because many of these students are attending an Indiana school for the first time. High mobility rate.

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school. "</p> <p><i>Appropriate example:</i> "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."</p> <p><i>Appropriate example:</i> "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."</p> <p><i>Appropriate example:</i> "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."</p>
<p>Half (50 %) of our general population, Black students, and students qualifying for free or reduced lunches demonstrated proficiency in English/Language Arts ISTEP+ testing..</p> <p>Only 43% of our students were proficient in math which was below our ELA performance. Black students (45%) performed better than students that identified themselves as multiracial (39%) and slightly better than students qualifying for free or reduced lunches (44%).</p> <p>Most of the special needs students were identified to take IMAST. While half of these students demonstrated proficiency, none of the</p>	<p>The majority of our students are Black (78.6%), with another 17.8% indicating they are multi-racial, and of the total population, 90.7% qualifies for free or reduced lunches (An analysis of our data provides evidence of the need for more effective interventions in both English / Language Arts and Mathematics among all sub groups).</p> <p>Our building is a challenge. We are located in an area that is surrounded by crime and riddled with gangs. Our children struggle with safety issues and experience a great deal of mobility. Our school needs to be a safe harbor for all children.</p> <p>As we disaggregated the data by gender, we noted that males were more likely to show proficiency in both English/language arts (55% vs. 46%) and mathematics (51% vs. 37%).</p> <p>Root causes begin to appear as we disaggregate grade level data. The table that follows this box indicates that what is happening in 3rd, 4th, and 5th grade reading</p>

special education students who took ISTEP+ were successful.

and language arts classes is working. What is happening in 5th grade math classes is worth replicating. What is happening in 6th grade classrooms, however, must be immediately changed.

The quality of teacher collaboration has an impact on instructional practices and student performance. Lack of rigor, no access to the tested curriculum, failure to provide relevance or to employ appropriate learning styles are resultant products. Traditional teaching that uses only the text book does not allow students to receive instruction that permits them to get all needed content. Differentiation of instruction is not evident.

**Bailly Preparatory Academy
Grade Level Proficiency on ISTEP+**

	2010		2011		
Grade	Total Pass	%Total Pass	Total Pass	%Total Pass	%Change
3 E/LA	32	41.6%	45	55.6%	14.0%
3 Math	24	31.2%	30	37.0%	5.9%
4 E/LA	32	42.7%	38	57.6%	14.9%
4 Math	28	37.3%	27	40.9%	3.6%
5 E/LA	26	37.7%	31	49.2%	11.5%
5 Math	26	37.7%	40	63.5%	25.8
6 E/LA	30	43.5%	23	34.8%	-8.6%
6 Math	28	40.6%	22	33.3%	-7.2%

Student Leading Indicators

➤ Instructions:

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2009-2010	2010-2011
1. Number of minutes within the school year that students are required to attend school	59,400	59,400
2. Dropout rate*	NA	NA
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.2%	94.1%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	NA	NA
5. Number of students completing dual enrollment classes	NA	NA
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	BAS SS OTH (SES)	BAS SS OTH (SES)
6. Discipline incidents*	278	187

	suspensions	suspensions
	0 expulsions	0 expulsions
8. Truants (# of unduplicated students, enter as a whole number) The Board believes that any unauthorized absence from school is truancy (10 or more days). After 4 days a referral card is sent to the social worker. After 7 days the social worker will send a certified letter to the home notifying the parents. After 9 days a referral is made to the Division of Family and Children Administration, Child Protective Services.	65 students missed 10-25 days 30 students were tardy 10 or more days for more than 1 hr.	51 students missed 10-25 days 23 students were tardy 10 or more days for more than 1 hr.
9. Distribution of teachers by performance level on LEA's teacher evaluation system Teachers who are non-permanent and semi-permanent are evaluated every year until they sign their sixth contract. Tenured teachers are placed in a three year cycle and are formally evaluated every third year. The second and third year they are writing and implementing their Growth Plan.	Management Low = 10 Avg = 2 High = 1 Instruction Low = 10 Avg = 2 High = 1 Product Low = 9 Avg = 2 High = 2	Management Low = 3 Avg = 3 High = 0 Instruction Low = 3 Avg = 3 High = 0 Product Low = 3 Avg = 3 High = 0
10 Teacher attendance rate	92.34%	92.74%

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> " Teachers on average are out of the classroom 32 days of the school year."</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p>								
<p>All students receive the same number of minutes of instruction. Before and after school, summer school and SES are offered.</p> <p>Student attendance dropped 2% when compared to last year.</p> <p>Only 1 or 2 teachers have earned the highest rating on summative evaluations over the past two years.</p> <p>Suspensions have been reduced by 32% when compared to the previous year. When we disaggregate this data and analyze this data, we find that more boys than girls are suspended in both of the years. Suspensions were reduced for all student groups during the current year.</p> <p>Disaggregated data for suspensions follows:</p> <table><tr><td>Sub Group</td><td>2009-2010</td><td>2010-2011</td><td>% Change</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Sub Group	2009-2010	2010-2011	% Change					<p>Getting students to school on time and every day continues to be our goal. Safety and family instability issues adversely affect our attendance. Budgetary limitations impact the type and duration of extended learning opportunities. Further analysis of specific data needs to occur. We know that students learning is tightly correlated to time on task and when students are absent or suspended they miss instructional opportunities. Busing reduces the flexibility of extending time for students who may need it.</p> <p>It is encouraging to note that the number of students who were suspended multiple times was almost halved and that students in all subgroups reduced infractions resulting in suspension significantly. Interventions by social workers and coaches and personal contact with the Principal are building better relationships. Students are getting the message that being suspended is not a pleasant experience.</p> <p>Students were encouraged to participate in the</p>
Sub Group	2009-2010	2010-2011	% Change						

All	278	187	32.7%
Boys	194	128	34%
Girls	84	59	29.8%
Sp. Educ.	38	28	26.3%
Repeat Offenders	177	96	45.8%

Truancy has been reduced by almost one-third and students coming in after an hour of school is in session has dropped by almost 24%.

The 33 classroom teachers who are responsible for the daily instruction of students were absent from school a total of 455 days: 346 for illness, 52 for deaths, and 51 days for personal business during the 2009-2010 school year.

This year these 33 teachers were absent a total of 431 days: 331.5 for illness, 49.5 for deaths, and 46.5 for personal business. This represents an improvement of 24 days (0.4%).

Literacy Club (A.C.T.S), Battle of the Books, and Math tutoring program. All of these activities were held during daily lunch period.

We believe our strict reporting methods and our attendance program, Perfect Attendance No Days Absence (P.A.N.D.A), helped reduce truancy. Students arriving late continue to disrupt classroom instruction and reduce time on task.

Teachers are evaluated every three years. Of the teachers evaluated over the past two years, mediocrity, or worse, is the norm. Morale is poor. Staff has been displaced 3 times in 6 years. This exacerbates the problem. There becomes no attempt or inclination to form attachments to each other, the students, or the community. In addition, losing 22 staff members as part of the district-wide reduction in force this year did nothing to improve morale.

The building has a seasoned staff with an average age of 55. This makes the idea of change difficult. Even though there are three or four computers in every classroom, they are seldom used because this is not the mode of instruction the teachers were trained on during their undergraduate or early teaching careers. The 5th grade teachers were the only ones willing to take ISTEP+ online. Their positive attitude is reflected in their students' performance. Their math scores increased by 25% from the previous

	<p>year's ISTEP+ scores.</p> <p>High teacher absence constitutes a lack of continuity of instruction for the affected students because there is no cadre of trained substitutes.</p> <p>Teacher attitude appears to be an important root cause.</p>
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Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.		X			1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time.	X	X			1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.		X			1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.	X				1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work

Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.			X X X X		1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.	X	X	X		1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

What are the key findings from the self-
What is at the “root” of the findings? What

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.		X			1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.	X				2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people.	X				3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
4. Does not investigate students’ level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.	X				4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.
5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.	X				5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.

<p>assessment of high-performing schools?</p> <p><i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”</p> <p><i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “</p>	<p>is the underlying cause?</p> <p><i>Appropriate example ”</i> We don’t know how to align our curriculum across grade levels.”</p> <p><i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”</p>
<p>The Principal and Leadership Discipline issues and dealing with parents and staff members tend to keep the principal in the office rather than the classrooms. The staff recognizes that the principal is an informed leader.</p> <p>Instruction Instruction tends to be teacher-centered and directed to the whole group. Teachers seldom collaborate.</p> <p>Three computers are located in every classroom. An additional 90 computer stations are located in three computer labs. A portable, mobile lab provides an additional 30 stations. Although all classrooms have at least three computers with internet connections they are most often idle.</p> <p>Children begin to enter the building at 7:15 for the breakfast program, but instruction does not</p>	<p>The Principal and Leadership While the leader attempts to delegate responsibilities some responsibilities, in fact, most of her time is spent managing the building rather than being a visible presence and instructional leader. A system of distributed leadership would provide a proactive approach that will allow the principal to get into the classrooms on a regular basis.</p> <p>Instruction Teaching to the whole group means meeting the needs of some of the children and completely missing the mark with many. Teachers are concerned that working with small groups of students will result in classroom chaos. They feel they don’t know how to differentiate instruction.</p> <p>The classroom culture needs to be transformed from traditional teacher “telling” to a place of high student engagement in a manner that supports learning for all students. Classroom management reveals lack of:</p> <ul style="list-style-type: none"> • Learning centers • Discipline

begin until 8.

Curriculum

Use of the district-driven, state standard-based curriculum tends to vary according to how it is monitored. It lacks rigor and is not differentiated for struggling students.

Data-Formative Assessments

Teachers received feedback on student quarterly assessment about two weeks after testing but do not use it to determine appropriate instructional strategies. Data is not disaggregated when teachers administer end of unit/chapter test in their individual classroom. The coming school year, we will begin to use *Acuity*. Online testing will provide immediate

- **Organization**

We need to capitalize on the staggered arrival of students by providing powerful, motivating, individualized instruction that helps children transition from the home to our school.

Effectively using technology will motivate and help students become responsible for their own learning

Curriculum

Whole group instruction that is the practice of our teachers means that many of the tools and **options for differentiated instruction** are not being employed. Teachers need to gain confidence in more **student-centered instruction** to maximize their instructional time and provide for the varied needs of their students. Monitoring of the curriculum needs to occur and highly effective **interventions** need to be employed for struggling learners.

Data-Formative Assessments

Teachers will be using *Acuity* to examine the effectiveness of their teaching and their students learning every quarter. The use of 3 week mini assessments per the district 8-Step instructional calendar will provide formative assessment data on students to direct instruction. On line testing will provide data for **collaborative discussions** that need to drive instruction. Teachers have been resistant to testing online. They will have to change. Teachers need to learn how to effectively use

feedback to teachers.

Professional Development

Professional development is primarily district driven. Teachers receive three half-days of professional development, with a half day following the completion of each quarter. A major focus is implementing the Eight Step Process. Teachers have received initial training, but application has not occurred.

Parent, Family, Community

The community surrounding Bailly has many challenges that accompany high poverty and high criminal activity. Teachers do not feel supported by parents and the community. They point to the many students being absent as an indicator of lack of support and high mobility

assessment for learning.

Professional Development

Teachers need **coaches to model** the application of professional development in their classrooms. While the teachers think positively about district professional development, it is not applied in their classrooms with their students and teachers are not comfortable being observed after a professional development session. Leaders need to learn how to measure and monitor Professional Development.

Teachers would benefit from seeing coaches model **differentiated instruction** and the supporting them as they transition to creating classrooms with high student engagement. They need the coaches' support as they try new strategies and employ technology in effective ways. They need professional development that is both personalized and job-embedded.

Parent, Family, Community

Parental engagement is supported through parent meetings and workshops. Parents are regularly invited into the school to address topics important for school success but few parents attend. Topics range from discipline and dealing with bullies to supporting student success and bolstering reading skills. Parent/guardians have little or no positive past experiences with school environments. Focus

rate. Many parents do not exhibit a positive attitude toward education.

Cultural Competency

Teachers do not connect the curriculum and learning to students' lives. Our cultural instruction is limited to Black history.

of parents/guardians tends to be directed toward securing basic needs like food and shelter.

Cultural Competency

Teachers show little **personal regard** for individual students and have little experience connecting the curriculum with students' lives.

Staff exhibits a lack of belonging. 50% of the staff has been displaced twice in the past six years, and 50% of the staff has been displaced three times in the past six years. Very little time to develop a relationship with each other or community. Students, in response, become bored, distracted and become disruptive.

Little attempt is made to get to know their students or to celebrate the unique differences in a variety of cultures. We need to change our school culture to become a place where teachers care and students strive to learn.

B. Selection of School Improvement Model

- **Instructions:** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected Turnaround Model

(1) Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.

Bailly Preparatory Academy came into being in 2009 when the district combined two elementary schools. Our building is the former Bailly Middle School and still has many characteristics of a middle school. Our community is plagued with gangs and the violence and the criminal activity they invoke. We strive to be a safe harbor for our 614 students in grades K-6 who are dealing with a variety of family issues stemming from challenging economic times and society's ills. This is reflected in the high mobility of our students.

We recognize that we must change our very culture as a school. Despite our challenges, we are confident that we can apply the Turnaround Model in a manner that will turnaround our practice and student achievement results. We feel our plan corresponds to the data, findings, root causes and self-assessment in the following manner.

Our needs assessment has identified weaknesses in the following as being root causes that pose barriers to student success at Bailly Preparatory Academy:

- Teacher Effectiveness
- Teacher Attitude
- Distributed Leadership
- Differentiated Instruction
- Student Engagement
- Assessment for Learning

- Technology
- Reading & Math Interventions
- Collaboration for Instructional Improvement
- Coaching and Modeling
- Personal Regard

As we examined the models, we recognize that the breadth and depth of our weaknesses would best be resolved by a complete TURNAROUND. The following table aligns these weaknesses with the mandated elements of the Turnaround Model that will allow us to address and correct these short comings.

Bailly Preparatory Academy Alignment of Root Causes to Turnaround Model	
Required Element	Bailly's Root Causes
Replace the principal and grant principal operational flexibility (Principal does not have to be replaced due to start up in 2009. Replacement of principal does not apply).	Distributed Leadership: The principal spends little time as instructional leader as management issues consume her day. The principal will have more time to be in classrooms once a system of distributed leadership shares the responsibility for management effectively
Measure the effectiveness of current staff; screen existing staff and rehire no more than 50%; select new staff	Teacher Effectiveness: Teachers see no need to change to best practice and rely on seniority for job security. Replacing the staff will allow us to bring in teachers with a passion for teaching and learning and an urgency to improve student achievement.
Implement strategies to recruit, place, and retain staff	Teacher Attitude: Teacher hiring is done at the district level and teachers are unwilling to change as they recognize seniority and tenure will protect their jobs. Allowing the principal to participate in hiring and retention will help staff see the need to change their practice. Incentives will encourage student growth.
Provide high-quality, job embedded professional	Student Engagement: Teacher centered lessons that “teach to the middle” are failing to engage our students and our test scores are proof. Our teachers

development	<p>will benefit from learning research based practices and effectively using tools that engage and motivate all students.</p> <p>Coaching and Modeling: Professional development is not monitored to insure transfer to the classroom. Trained coaches will model and monitor professional development in a manner that is personalized for each teacher, supporting them as they apply these new practices in their classrooms.</p>
Adopt a new governance structure	<p>Turnaround Officer: Many layers of our school corporation distance us from district level decision making. Having a Turnaround Officer in our school and classrooms on a weekly basis will provide a tighter link to our district decision makers.</p>
Use data to implement an aligned instructional program	<p>Assessment for Learning: Teachers view assessment results as an evaluation of their teaching rather than indicators that students learned. Teachers will be trained to use disaggregated data to inform instruction and recognize that assessment is all about LEARNING—they need to learn which students learned and provide intervention for those who haven't.</p>
Promote the use of data to inform and differentiate instruction	<p>Collaboration for Instructional Improvement: Teachers typically plan for instruction independently and let the textbook guide their planning. Teachers will learn to regularly collaborate in grade level teams to develop instruction that meets the needs of their learners using the 8-Step Process.</p> <p>Differentiated Instruction: Teachers do whole group instruction and do not meet with small groups or individuals. Teachers will learn to employ a workshop model for reading and math that will allow them to work with flexible small groups that are determined by data and then use data to ensure they are learning.</p>
Provide increased learning time for students and staff	<p>Technology: Computers in classrooms are not used. Teachers will be trained to use interactive whiteboards to engage and support students' varied learning styles. Students will use computers on a daily basis, benefitting from the immediate feedback and become more responsible for their own learning.</p> <p>Reading & Math Interventions: More and more students are slipping</p>

	below grade level in reading comprehension and the development of number sense and math concepts. Teachers will use assessments to identify students in need of intervention and learn to use powerful, proven intervention programs.
Provide social-emotional and community-oriented services/supports	Personal Regard: Many teachers show little personal regard for students, pointing to mobility as their rationale. Despite holding many meetings, there is little bond with the parents and community. A Parent Community Coordinator will join the leadership team and foster home-school-community engagement to help us remove barriers that may impede our Turnaround and to celebrate our success. We will also consider looping to foster teacher student connections.

We have selected Pearson as our External Provider and they will assist us using their Comprehensive Improvement Model (CIM). The Pearson approach to comprehensive school improvement involves a rigorous methodology that guides change across all dimensions of the school to quickly increase academic achievement for all students—from vision, leadership, and instructional practice to collaboration and stakeholder involvement.

CIM is powered by America's Choice research and experience in implementing its school design and leverages the Pearson's range of education programs and services to complement the proven school design and expand its capacity to meet schools' needs for improvement. These programs include, among others, Learning Teams, Sheltered Instruction Observation Protocol (SIOP), and the Assessment Training Institute, which are also based on a firm foundation of research. The result is a robust improvement model for schools facing the challenge of turnaround—resources to reverse the spiral of declining performance, achieve realistic growth goals within two years, and set course for sustained improvement with a strategy built on the foundations of a high performing school.

Building blocks of the Model include:

- A rigorous core curriculum framework (Tier 1) aligned to state standards
- Instructional approaches and materials aligned to the curriculum framework

- Supplementary instruction and accelerated learning aligned to the curriculum framework and state standards (Tier 2 and Tier 3)
- Supports for students' social and emotional development and age appropriate career interventions that address student motivation and discipline
- Professional development for teachers tailored to the standards, curriculum, and assessments and incorporating research-based practices in professional learning and teacher collaboration
- Institutional supports to establish and sustain the system and coaching and technical assistance for school leaders, teachers, and guidance staff
- Supports focused on alignment and effectiveness of critical system components, including recruitment and performance management, management of resources, and provision of operational flexibility
- Parent engagement and community outreach that builds commitment to and understanding of the system

The foundation of our approach is a commitment to standards-based reform and the belief that all students can meet high expectations. The essential elements of this approach are as follows:

- Effective school turnaround requires a comprehensive vision of a standards-based, aligned, and coherent instructional system.
- An effective leader and leadership by example are essential to school turnaround. No one individual can develop the vision, communicate it, eliminate obstacles, and produce successful people who lead, manage, and secure the change as an integral part of the school's culture. Leadership must be distributed.
- Substantive change requires development of an institutional belief that all students can meet high expectations. CIM is designed to help people at all levels of school systems clarify and change their expectations of students, and to **build a school culture** that reflects and supports high expectations for all students.
- Improvements to system alignment and coherence must proceed on all fronts simultaneously. But implementation needs to be managed by steps (30-, 60-, and 90-day plans) within an articulated vision of the goal and regular evidence-based reviews and plan adjustments.
- The classroom is the locus of improvement in outcomes; the teacher really matters and student engagement really matters. Professional development must build instructional practices that match the belief that all students can meet high expectations and focus explicitly on building student engagement so that students are able and willing to share responsibility for their achievement.

- Students' progress towards college and career readiness involves both their academic progress and development of college-ready behaviors. Students' progress in both areas must be monitored regularly and linked to tiered systems of support to help students get on track and stay there.
- Building capacity for sustainability must be a focus from the beginning. Scaffolding learning applies to the students and adults in the system alike; thus, we use modeling and coaching to provide scaffolded support to school/district leaders and teachers as they develop their roles.

These elements of turnaround are consistent with Mass Insight's formulation of Readiness to Learn, Readiness to Teach, and Readiness to Act.

(2) Describe how the model will create teacher, principal, and student change.

Our External Providers will help us create effective change at Bailly Preparatory Academy. The Pearson Comprehensive Improvement Model is organized around five design tasks that specify the aspects of school operations that must be addressed to achieve comprehensive school improvement:

- **Design Task 1: Standards and Assessments**
- **Design Task 2: Aligned Instructional Systems**
- **Design Task 3: High-Performance Leadership, Management, and Organization**
- **Design Task 4: Professional Learning Communities**
- **Design Task 5: Parent/Guardian and Community Engagement**

Exactly how these design tasks will create teacher, principal, and student change at Bailly Preparatory Academy are explained below.

Curriculum and the Comprehensive Improvement Model

CIM is built upon a standards-based, comprehensive, and balanced approach to teaching and learning, grounded in research whose goal is to help schools achieve success for their students in meeting the expectations of the standards and assessments for which they are accountable.

For the core instructional program, the Model focuses on enhancing the rigor of the curriculum in preparing students for college and careers and increasing the effectiveness of instruction. To support students' effective access to the core instructional program, CIM includes supplementary instructional and replacement acceleration interventions. These interventions are comprehensive, research-based instructional programs that are vertically aligned from one grade to the next.

The chart below presents this approach to preparing all students to achieve proficiency or beyond, consistent with a Response to Instruction model. It displays a continuum that moves from students who are successful in regular on-grade classrooms to students who have fallen two or more years behind their peers. Each level of the chart identifies issues that some students face during the course of their academic studies. As they first encounter difficulties in making progress, students may require some extra attention from the classroom teacher or in an after-school homework clinic where their questions can be answered. Effective monitoring of students'

progress and provision for differentiation based on student need within the core instructional program are vital for meeting students' learning needs and for limiting the number of students who require supplementary instructional support.

The next level of student need is critical because, as questions are not answered, students often begin to develop misconceptions or knowledge gaps that become obstacles to their effective participation in the core instructional program. At this point, a **short-term intervention** is required, such as our Literacy, Mathematics, or Science Navigator programs. If students do not obtain the instructional support of such an intervention that is targeted to their needs, it is likely that they will fall further behind and eventually require a replacement acceleration course to catch them up with their peers. Ramp-Up courses are designed for these students who are unable to access the core instructional program. This approach to meeting students' learning needs is consistent with the concepts of Response to Instruction.

Situation of Student	Needed by Student	Intervention	Tier of Instruction
Keeps up with coursework	Regular instruction	Instruction aligned with standards	Tier 1: Core Instructional Program
Struggles with some assignments	Extra feedback on work, thinking	Focused teaching with classroom Q&A, partner work, teacher help	
Not bringing enough from earlier lessons each day	Extra support with regular program	Addition of homework clinic, tutoring, attention beyond class	
Misconceptions disrupt participation; misunderstanding disrupts learning	In-depth concentration on troublesome concepts	Sustained supplementary instruction in addition to the regular program using special materials, e.g., Navigator	Tier 2: Supplementary Instructional Support
Two or more years behind, misconceptions accrued over many years	Intensive acceleration course	Double-period Ramp-Up course	Tier 3: Intensive Academic Acceleration

The first three rows of the chart align with Tier 1 of Response to Instruction; these rows serve to distinguish the needs of certain students, at different times, within the core instructional program. The fourth and fifth rows align with Tier 2 and Tier 3 of Response to Instruction, respectively. Within the Model, Tier 3 interventions are focused on students entering middle school. This typology of student circumstances and needs provides a tool for analyzing schools' provision of an appropriate range of services to make certain that each student has access to a rigorous academic program. To ensure such access, CIM provides the following services related to curriculum.

Literacy/English Language Arts

- A comprehensive approach to reading and writing within a workshop structure. The literacy program incorporates author and genre studies designed for grades K through 6 and an approach that embeds assessment and test preparation into daily instruction.
- An intervention program for targeted students focused on comprehension of informational text.

The literacy program has as its goal high levels of student performance in reading, writing, and speaking as required by the Common Core State Standards. A strong focus on the development of oral language in the primary years is the fundamental building block for literacy. This focus begins in Pre-K and extends through 3rd grade. It includes benchmark expectations for students in both speaking and listening at each grade level from Pre-K to grade 3, with videotaped samples of student work together with explicit guidance on strategies for building students' skills in speaking and listening.

The focus on speaking and listening provides the foundation for a comprehensive standards-based approach to reading and writing that builds consistently from the primary years through to the bridge to middle school, using a readers and writers workshop model. It is geared to a literacy block of time of 2.5 hours per day in the primary grades and 2 hours in the upper elementary grades. The primary grades' program includes a dedicated period of time each day for skills development.

Reading focuses on establishing all students as independent readers by third grade. A comprehensive approach includes skill development as well as students' development of the habits and behaviors of effective independent readers. This is coupled with close monitoring of student progress using the Developmental Reading Assessment (DRA) (recommended for grades K through 8) or a similar tool to ensure that students are making appropriate progress and the timely use of interventions as needed by individual students. This approach works with any reading program that a school is using and does not require a new text adoption.

The workshop approach is designed to provide a balance of whole-group, small-group, and individual instruction and to scaffold the development of students' academic behaviors to allow them to act as independent and responsible learners. The professional development guides teachers in establishing the workshop and its associated routines, rituals, and instructional practices.

Support for the writing program includes author and genre studies designed for grades K through 6 that are aligned with the CCSS (Common Core State Standards). These standards-driven curriculum units guide teachers in providing students with a scaffolded sequence of learning experiences in which they study the literary techniques and writing styles of leading authors and learn to write proficiently in selected genres. These studies also provide instructional models. The frontloading of each genre (in order to build and/or activate prior knowledge) and the attention to language development and academic vocabulary are especially beneficial for English language learners (ELLs), as is the in-depth focus on the essential features of writing genres and text structures. The same explicit use of instructional scaffolds, such as graphic organizers, read-aloud/think-alouds, and small-group and partner work, and the intentional use of metacognitive strategies support the needs of mildly or moderately impaired students. Each study includes pre- and post-tests, rubrics for a scaffolded set of tasks and work products throughout, and class profiles for progress monitoring.

The program also includes a Genre Study of Standardized Testing, which shows teachers how they can prepare students for standardized tests in a very deliberate and effective manner to help students understand the standardized test as a text genre and embed test preparation into daily instruction. At every grade level, our assessment process and the accompanying matching of texts to students' instructional and independent reading levels provide for differentiated instruction. Checks throughout our programs provide guidance for the differentiation of instruction in this area.

An intervention program: Literacy Navigator is a modular supplementary intervention program that helps students in grades 4 through 6 build the reading comprehension skills necessary to navigate texts found in content-area courses and measured by high stakes reading assessments. As a supplemental program, it helps students master the key comprehension concepts they need in order to succeed as they move to higher grade levels.

Many students struggle to maintain their reading at grade level. As students move from the early grades to secondary school "reading" becomes "reading to learn," and students encounter increasingly complex informational text. Research tells us that the fourth grade reader who struggles to comprehend will become the eighth grader who reads one or two years below grade level; an eighth grader who struggles to comprehend has a high likelihood of becoming a tenth grader who drops out of school. Literacy Navigator is designed to help these students before their reading problems defeat them. Literacy Navigator teaches comprehension simultaneously with content knowledge.

Literacy Navigator modules include: Comprehension Strategies, Word Study, Main Idea, Inference, Patterns and Details. The content is drawn from Science and Social Studies topics. The program can be offered during the school day, before or after school, or in the summer.

Mathematics

- Support for implementation of Harcourt –Go Math based on Indiana Standards into Common Core curricula that include an emphasis on conceptual learning to balance the common emphasis on skills and problem solving.
- Professional development around core mathematics concepts as well as implementation of a workshop structure for learning.
- An intervention program focused on addressing mathematics misconceptions of targeted students.

Support for strengthening the core instructional program in mathematics is designed around the school's or district's adopted mathematics texts and the CCSS, balancing skills, problem solving, and conceptual understanding and the importance of establishing a coherent sequence of mathematical study to move students toward higher mathematical proficiency.

Professional development, support materials, and technical assistance places an emphasis on conceptual learning to balance the common emphasis on skills and problem solving. The approach is aimed first and foremost at strengthening teachers' content and curricular knowledge. In particular, CIM builds teachers' understanding of core mathematics concepts that are critical to laying the pathway to students' achievement in advanced mathematics.

A further focus of the Model is on the instructional environment in mathematics and strategies for providing differentiated instruction and establishing a climate of disciplined inquiry through the use of effective instructional strategies and evidenced by accountable talk. A workshop approach provides a balance of whole-class, small group, and individual instruction and independent work geared to a block of 60 minutes of mathematics instruction every day. The workshop is framed by routines and rituals that are consistent with those used in other content areas but designed specifically to establish effective environments for learning mathematics.

Screeners for assessing students' need for the Mathematics Navigator program also serve as universal screeners that help to identify Tier 1 needs (such as curriculum or knowledge gaps).

An intervention program: The Mathematics Navigator intervention program supplements the regular mathematics program for students in grades 2 through 6 who struggle with mathematics and need additional time and focused instruction to strengthen their performance in their regular classroom. The program features modules on discrete topics, such as multiplication, division, fractions, measurement, and word problems at the elementary level.

The intervention is intended to augment and enhance, *not replace*, the school's math curriculum or series. These short-term modules help students master key concepts that will help them be successful in their regular math classroom. The intervention can be used during the school day, before or after school, or during the summer.

Screeners are designed for use early in the school year to assess the mastery of concepts and skills from the end of the prior grade. Screener results also help identify those students in need of additional Tier 2 support. A second, non-parallel screener, for use midyear, identifies concepts and skills that should be mastered throughout that particular grade. Mathematics Navigator pays special attention to the needs of ELLs and students with special needs.

Science

Inquiry is the overarching theme of our instructional strategies and teaching approach for science. The approach is informed by the psychological underpinnings of constructivism and supported by evidence that “hands-on” science fits well with the way people learn and construct knowledge. This approach emphasizes data collection and interpretation rather than memorization of the scientific method. In conjunction with this, students use a learning cycle called the “5E model”—Engage, Explore, Explain, Extend, and Evaluate. Both constructivism and the use of the 5E learning cycle are endorsed strongly by a range of professional science education groups and are reflected in the widely accepted National Science Education Standards (NSES) developed in 1996 under the aegis of the National Research Council. According to the NSES, students should “work more like scientists,” and teachers should “use inquiry as an instructional strategy.”

Consistent with English language arts and mathematics, science takes a workshop approach that balances whole-class, small group, and individual instruction and independent work. The workshop's routines and rituals are consistent with those used in other content areas, but the framework of the 5E model establishes an engaging, hands-on environment for learning science. The development of academic language and mathematical skills is integrated into core instruction and tasks. What happens in the workshop varies by the type of scientific investigation and stage of discovery. Students write about, talk about, draw about, and read about science to gain a deeper understanding and command of science concepts, principles, and inquiry methods. The workshop promotes sound classroom-management practices as well as lab routines necessary for conducting an inquiry approach to learning.

The professional development is designed to guide teachers through the process of establishing the workshop structures and the associated routines and rituals. It models instruction in which students write about, talk about, draw about, and read about science to gain a deeper understanding and command of science concepts, principles, and inquiry methods. Teachers work from these models through a scaffolded process of designing and implementing instruction built upon their adopted programs and texts.

Sustained Onsite Technical Assistance and Coaching

Sustained onsite technical assistance and coaching are integral features of the Model.

Certified field specialists work with the school leadership team, instructional coaches, and classroom teachers using a process of needs assessment and evaluation, demonstration, modeling, and ongoing observation and feedback. Our onsite technical assistance and coaching are designed to:

- Introduce powerful new tools and programs, explain how they work, model their application, and help school staff become experts
- Help school leadership teams and teachers use data to pinpoint student needs and identify the right kind of interventions and strategies to improve performance
- Guide school leadership team members in making decisions about resource allocation
- Show teachers how to help students make standards their own, so they can judge the worth of their work and know what to do to make it achieve the standards
- Create a collaborative school environment where everyone shares the same vision of success

Technical assistance and coaching are designed to actively support the development of the school as a professional community in a combination of ways. The school establishes classrooms that will provide models of the practices to be implemented across the school. These become sites in which teachers can observe these practices in action. The instructional coaches provide in-class support to teachers as they try them out, with feedback to guide progressive refinement. This process is supported by a combination of study groups and teacher meetings that take place at grade-level meetings, department meetings, or faculty professional development sessions as appropriate.

Coaching will be provided by two Literacy Coaches and two Math Coaches (Title I funded). In addition, we will hire a **Differentiated Accountability Coach** (SIG funded) who will come alongside the classroom teachers to help them analyze student data and plan appropriate interventions. This DA Coach will lead weekly data conversations with grade level teams to support them as they begin to use assessment for learning. The DA Coach will be an important member of the School Leadership Team (SLT) to keep this important decision making team focus on achievement data as they consider school related matters.

Technology

While some of our classrooms have interactive whiteboards, teachers don't use them effectively to provide high engagement lessons. We plan to purchase **Interactive Whiteboards** so that all classrooms are equipped. We will also purchase **eResponse systems** to allow our students to participate in a manner that motivates and supports learning. We recognize that our teachers will require **Technology Training** to effectively integrate these tools as part of daily practice.

Pearson's technology consultants will provide an array of coaching and modeling services that provide Bailly educators with job-embedded opportunities to deepen their skills and teaching strategies. Their technology integration consultants will work with us to

design a coaching and modeling approach that will have a lasting and sustained impact on participants' instructional practice which focuses on:

- Transforming Instruction with Interactive Whiteboards
- Integrating an Interactive Whiteboard into the Curriculum
- Creating Technology-Rich Lessons
- Infusing Technology-Rich Lessons into Instruction
- Managing a Technology-Rich Classroom
- Differentiated Instruction with Technology
- Integrating Technology to Create a 21st Century Classroom
- 21st Century Skills and the Digital Classroom
- Technology and the Project-Based Classroom
- Differentiated Instruction with Technology

These coaching and modeling services are designed to leverage a combination of the following coaching and modeling activities:

- Demonstration and modeling of effective lessons
- Lesson analysis and debriefing
- Live observation of instructional practice with feedback
- Guided analysis of videos for learning

Co-teaching is supported by a Pearson consultant. A SIG funded **Technology Specialist** will ensure that all technology tools are online and operational, assist teachers as they learn new applications, and support students as they use these motivating tools.

Design Tasks

The implementation expectations are organized around five design tasks and bring about principal, teacher, student, and ultimately, school turnaround.

Design Task 1: Standards and Assessments

Students, teachers, parents, and administrators need to understand when student work is “good enough” to meet the standards. This means making the expectations of the standards explicit.

Stakeholders need to know the criteria against which student work will be assessed. And when possible, they need to have examples of student work that meets the standard. Making the criteria explicit, teaching to those criteria, and then assessing work against the criteria make standards real and useful to the teachers and students in the classroom. This design task requires that:

- 1) Teachers meet the expectations of state and district standards and proficiencies explicit and accessible to students.

- 2) The school uses assessment data (formative, diagnostic,, and annual summative information) to set targets and plan for instruction that provides for differentiation to meet students' assessed needs.
- 3) Teachers build expertise analyzing student work against the standards.
- 4) The school establishes a systemic process of monitoring students' progress.

This Design Task will create the following **changes** at Bailly Preparatory Academy:

The common learning targets derived from the Gary pacing guide will be explicitly shared with Bailly Preparatory Academy students and parents.

- Bailly Preparatory Academy **students** will know what is expected. Learning targets and models of acceptable student work will be posted so that students are aware of what they need to know and be able to do.
- Bailly Preparatory Academy **teachers** will learn to monitor standards based data to determine instructional needs and have evidence of students meeting these learning targets through timely data.
- Bailly Preparatory Academy **principal** will look for posted learning targets and models of proficient student work displayed in every classroom on daily Focus Walks and, together with her Instructional Leadership Team (ILT), monitor progress through timely data reports.

Design Task 2: Aligned Instructional Systems

Aligning instruction to state standards is critical to improving student performance. This design task includes:

- 1) developing effective learning environments
- 2) planning and delivering instruction aligned with the standards and curriculum
- 3) providing scaffolded support for learning to meet students' needs
- 4) offering safety nets
- 5) providing instructional supports for students whose needs cannot be served by the core instructional program alone.

Establishing consistent, instructionally sound classroom routines and rituals promote students' responsibility for their learning and allow teachers to differentiate instruction. Focused teaching matches instruction to students' needs through continual monitoring and diagnosis of student performance. This provides the means of differentiating instruction for all students, including students with special needs. Effective safety nets, aligned with classroom instruction, provide timely interventions to support students who need extra help.

This Design Task will create the following **changes** at Bailly Preparatory Academy:

- Bailly Preparatory Academy **students** will benefit from differentiated learning and instructional tools that promote individualized learning.

- Bailly Preparatory Academy **teachers** will employ mastery learning and tiered interventions to ensure that all students can successfully demonstrate their learning on ISTEP+ as learning targets will be aligned to Indiana standards.
- Bailly Preparatory Academy **principal** and other leaders will regularly monitor instruction to make sure instruction matches posted learning targets through daily Focus Walk and that formative assessment data reflects that all students are learning.

Design Task 3: High-Performance Leadership, Management, and Organization

This design task focuses on developing the school's leadership, management, and organization to serve and support an aligned instructional system. It includes:

- 1) building the principal's instructional leadership role
- 2) distributing leadership among the Educational Advisory Team members
- 3) promoting a standards-based school culture
- 4) aligning supervision with expectations for implementing the design
- 5) establishing management systems for monitoring student progress
- 6) aligning academic interventions with students' needs
- 7) developing organizational structures to support the school's primary focus on improving student achievement.

Bailly Preparatory Academy principal will be supported by a Pearson Cluster Leader and leadership at Bailly Preparatory Academy will be distributed through a School Leadership Teams and Learning Teams. Staff members who display the dispositions and skills necessary to become effective turnaround leaders will be identified as Future Leaders. The principal and other leaders will receive training and support throughout the engagement. The principal will be encouraged to network with other turnaround leaders..

This Design Task will create the following **changes** at Bailly Preparatory Academy:

- Bailly Preparatory Academy **students** will benefit from school-wide routines and rituals that effectively protect instructional time as they receive collaborative support for learning.
- Bailly Preparatory Academy **teachers** will feel valued and empowered as data-driven decision makers with expanded career path opportunities. They will receive personalized professional development to support their individualized needs.
- Bailly Preparatory Academy **principal** and other school leaders will receive extensive and ongoing training, as well as at-elbow support, to develop effective leadership in a turnaround environment.

Design Task 4: Professional Learning Communities

A commitment to creating true collaborative planning time within a school is fundamental. Research into teaching and learning over the past 15 years indicates that student performance improves significantly when teachers work collaboratively with a relentless focus on results.

This design task focuses on establishing structures and practices that enable and encourage school-wide participation in collaborative planning, including small learning communities focused on individual student progress. This task focuses on:

- 1) building professional learning as an ongoing part of the school's work, where continual growth in knowledge and skills is recognized as an integral part of teaching and both an individual and a collective responsibility
- 2) developing an integrated, coherent approach to professional learning that includes coaching, establishment of model classrooms, cross-classroom visitations, teacher meetings, study groups, and collaborative teacher planning and skill-building meetings

This Design Task will create the following **changes** at Bailly Preparatory Academy:

- Bailly Preparatory Academy **students** will benefit from differentiated learning opportunities designed during teacher collaboration during common planning times and supported by a variety of instructional tools.
- Bailly Preparatory Academy **teachers** will become collaborative data users as they plan instruction that meets the needs of all learners and then verify their efforts with student data in order to inform next steps.
- Bailly Preparatory Academy **principal** and other leaders will review collaborative lesson plans and carry on reflective conversations with teachers regarding implementation and outcome based on student data and daily Focus Walks.

Design Task 5: Parent/Guardian and Community Engagement

Years of research confirm the critical role of family involvement in student learning. This design task focuses on keeping this finding at the forefront of the school's work on standards-based restructuring and on developing vital community partnerships. Parent/Guardian and community engagement goals include:

- 1) encouraging and enabling parents/guardians and the community to support the school-wide focus on student achievement
- 2) establishing the Parent Community Coordinator as a core position on the School Leadership Team to ensure that parents/guardians and community members are valued as partners in the school improvement process and to represent these stakeholders' interests
- 3) improving home-school communication

To achieve these goals, the Parent Community Coordinator, in collaboration with the School Leadership Team, works with families on practical ways to support their children's learning at home. They promote programs to help parents/guardians gain access to community resources, such as museums and libraries, that can support their children's development. The School Leadership Team also provides

occasions that include parents/guardians and the broader community in celebrating the steps made by individual students and the school as a whole in the journey toward meeting the standards.

This Design Task will create the following **changes** at Bailly Preparatory Academy:

- Bailly Preparatory Academy **students** will benefit from sharing success at school with their families on a regular basis.
- Bailly Preparatory Academy **teachers** will regularly communicate with parents through progress reports and phone calls.
- Bailly Preparatory Academy **principal** will include the Parent Community Coordinator in her weekly School Leadership Team Meetings to provide a broader school community perspective to decision making.

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		Budget Budget resources to support successful implementation are carefully calculated and assigned to address each identified turnaround intervention elements through an aligned check.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Budget Budget resources to support successful implementation are carefully calculated and assigned to address each identified turnaround intervention elements through an aligned check.
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		Budget Budget requests are reasonable, allocable, and allowable.
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		Budget The annual budget is between \$50,000 and \$2,000,000.
Capacity Task	Yes	No	District Evidence

5. The district has the resources to serve the number of Tier I and II schools that are indicated. <i>All models</i>	X		If granted the SIG funding proposed, the district has the resources to serve the two schools that are planning to adopt the Turnaround Model: Bailly Preparatory Academy and Lew Wallace STEM Academy.
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6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i> <ul style="list-style-type: none"> Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application Funding supports the schools current capacity to improve student achievement 	X		Chart Below In order to achieve the goals for all students in English/Language Arts, Mathematics and close achievement gaps, we will be applying the Comprehensive Improvement Model. The following chart describes the resources that will support our turnaround and demonstrates that there is a clear alignment between our goals supported by the five design tasks and the resources we are requesting.
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BAILLY PREPARATORY ACADEMY TURNAROUND RESOURCES		
DESIGN TASK	RESOURCE/ INTERVENTION	DESCRIPTION/RATIONALE
Design Task 1:	Curriculum & Accountability	Provide pacing guides, formative assessments, and assessment data

Standards and Assessments	Divisions	
	Differentiated Accountability Coach (DA Coach)	Create and update school Data Wall Facilitate data meetings and conversations with teachers
	Literacy Coaches	Provides modeling, support, and monitoring of professional development
	Math Coach	Provides modeling, support, and monitoring of professional development
	Literacy and Math Institutes	Provide training to establish model classrooms/observation sites at Bailly
Design Task 2: Aligned Instructional Systems	Pearson Safety Net Programs (Navigator, Ramp-Up, etc.)	Support tiered instruction for literacy, mathematics, and science
	Technology Support: <ul style="list-style-type: none"> • 8 iPad II for SLT (gather teacher effectiveness data) • Interactive White Boards • eResponse systems 	Allow real time data collection for improved instruction supporting the needs of all students Support diverse learning styles and students with special needs Promotes high student engagement
	Professional Development	Personalized, job-embedded PD to support literacy, mathematics, differentiated learning, integrating technology, and data driven decision making
	Online Digital Tools to support student personalized learning; extended learning.	Support student directed learning and provide individualized reading/math intervention
	Extended Learning Time	Additional 30 minutes each morning (68 hr), an extra hour of instruction 4 days a week (136 hr), and 18 sessions of Saturday School (72 hr) = (276additional hours)
	Technology Training	Provide training and on-site coaching to support integration of technology into all lessons
	Technology Specialist	Keep all technology working properly Support teacher training as they integrate technology into instruction Upgrade/update school website to facilitate home school communication
Design Task 3:	District Turnaround Officer & Support	Monitor implementation and remove barriers as necessary

High-Performance Leadership, Management, and Organization	Project Manager	Clerical work including disaggregated data reports, creating schedules and reports, organizing and timely processing of all documents of the turnaround
	Leadership Academy	Support and equip building and future leaders
	Pearson Cluster Leader	Onsite support and coach for principal
	Teacher Compass	Web-based teacher effectiveness tool to personalize teacher PD based on observation data. Coaches and administrators will require iPads II to collect these data.
	Pearson Leadership Networks	Support collegial discourse among turnaround leaders
	America's Choice National Conference	Inform leadership to nationwide practices for school turnaround
	Future Leaders	Identify and support Teacher-Leaders with 40 hours of professional development
	Coaching Institute	Train district coaches to employ research based method to support and monitor professional development with fidelity
	Summer Staff Retreat	Provide time for school revisioning, curriculum planning, and intensive professional development (1 week)
Design Task 4: Professional Learning Communities	Instructional Leadership Team	Foster distributed leadership through data driven systems for collaborative decision making
	Learning Teams	Collaborative teacher teams employ specific protocol to use assessment for learning in a manner that mirrors the 8-Step Process
	CADRE Teachers	Release, or substitute, for classroom teachers for data-driven collaborative planning; professional development; provide assessment support; assist classroom instruction and the work of the data coach on a daily basis
	Compensation for Extended Time Learning	Compensation for PD that occurs beyond the school day/calendar & for teaching during Extended Time for Learning
	Teacher/Leader Incentives	Financial incentives to retain & reward performance that are heavily weighted on student achievement data
Design Task 5:	Parent Community Coordinator	Liaison between home and School Leadership Team

Parent/Guardian and Community Engagement	Parent Center	Provide welcoming access to family
	Student Incentives	Provide rewards for student attendance at Extended Time Learning and meeting proficiency goals
	Transportation: Bus for Extended Time Learning	Provide student transportation to allow students to remain after the traditional end of day bus run

Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	X		<p>Resume of Dr. Washington</p> <p>Dr. Lucille Washington has begun the process of turnaround at Bailly and has participated in the development of this proposal. Her resume is attached.</p>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	X		<p>Teacher Commitment Letter</p> <p>All staff members will sign a letter of support and commitment to fully implement the Turnaround Model as they apply for positions on Bailly Preparatory Academy staff.</p>
9. The district has received the support of	X		

<p>parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 			<p>Meetings were held with parents to discuss and inform school improvement efforts on the following dates: Oct. 7, 13, 27, 29; Nov. 8, 10; Dec. 8; Feb. 16; April 1</p>
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Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	X		<p>Minutes of School Board Meeting</p> <p>School Board Meeting Minutes for July 12 summarize the discussion by Board Members that resulted in their support for fully committing to the Turnaround for Lew Wallace STEM Academy and Bailly Preparatory Academy.</p>

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> 	X		<p>Our Superintendent, Dr. Myrtle V. Campbell is fully committed and was an active participant in the creation of this proposal. She supports eliminating barriers to allow for the full implementation of the Turnaround Model.</p> <p>The Turnaround Officer will provide weekly reports directly to the Superintendent so that she may closely monitor the Turnaround at these two schools.</p>
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<ul style="list-style-type: none"> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			
Capacity Task	Yes	No	District Evidence
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	X		<p>Memorandum of Understanding: Restructuring Schools</p> <p>The Teacher Union President has been present and involved in Board of Education Meetings when determining whether to apply for this funding and voiced support. He recognizes the benefit of the Turnaround and the Union will support teachers in these efforts.</p> <p>We are seeking to secure contract language as directed in the Memorandum of Understanding: Restructuring Schools document in the Attachments</p>
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 	X		<p>Principal Posting</p> <p>Principal does not have to be replaced due to start up date of 2009. Replacement of principal does not apply. These are the guidelines that would be followed if applicable:</p> <p>The Human Resources Department has begun an aggressive recruitment program for an effective principal to lead Bailly Preparatory Academy as it applies the Turnaround Model.</p> <p>Job postings have been listed within major newspapers and publications, including <i>Education Week</i>. Incentives will be provided through adjustments in salary and benefits based upon training and experience. Priority will be given to candidates who have a documented record of</p>

			successfully leading a school to turnaround its practices.
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Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 	X		<p>Principal Selection Process</p> <p>The Indiana Department of Education Principal Effectiveness Rubric will be used to determine qualifications during our paper search.</p> <p>Candidates that successfully meet those requirements will be invited for interview and a campus tour during which time the candidate will meet with district administrator, teacher, parent/community, and School Board representatives.</p> <p>Collaboratively, this group will rank the candidates and present their findings to the Superintendent. After reviewing the findings of this group, the Superintendent will recommend the best candidate to Gary Community Schools Corporation Board of Education for approval.</p> <p>Teacher Selection Process</p> <p>We recently completed a reduction in force that found up releasing over 300 teachers. Many times our best and brightest teachers were also the least senior which means we believe there are some excellent candidates to fill these positions. We will use the following procedure.</p> <ol style="list-style-type: none"> 1. All positions will be posted. 2. All staff must reapply for their position 3. All staff must be willing to sign a commitment letter agreeing to fully

			<p>support the Turnaround and understand that all professional development is mandatory</p> <p>4. Selection will be based on review of teacher evaluation data, principal recommendation, and interview.</p> <p>5. Priority will be given to teachers who have a history of positive student growth data and a personal passion for helping ALL students learn.</p> <p>No more than 49% of the staff may be rehired</p>
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<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i> 		<p>Timeline Below</p> <p>The following tentative timeline indicates the ongoing training, collaboration, and monitoring of the Turnaround that will take place at Bailly Preparatory Academy on a month-by-month basis.</p> <p>Specific services provided by Pearson will depend upon the collaborative agreement developed during the Getting Started phase when specific SMART Goals will be established, action steps identified, and monitoring processes established so that Bailly will successfully meet its Goals listed at the end of this document.</p> <p>During Year 1 all components of the Turnaround will be in place. During Year 2 our collaborative teaching teams will transition into formal Learning Teams. Together we will look at structures such as the master school schedule, extended school day, and school culture issues to provide the best possible learning environment for Bailly students.</p>
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Turnaround School Implementation Timeline		
<i>All elements of the turnaround plan are implemented in Year 1 and sustained across Years 2 and 3. Findings from continuous implementation monitoring will inform necessary adjustments (e.g., focus of professional development)</i>		
Time Period	Objective	Lead and Key Partners

	<p>instruction, and/or technology training</p> <p>School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround</p> <p>Coaching/Modeling/Monitoring: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p>	<p>Pearson Cluster Leader, Principal, & SLT</p> <p>Principal, Coaches & Pearson Field Specialists</p> <p>Principal & SLT</p>
September	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p>Formative Assessments: 3-week cycle Formative assessments are administered by teachers. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Pearson leadership monitoring/coaching site visits three (3) times per month.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support student success. Attendance encouraged through incentives.</p> <p>District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent</p>	<p>Principal, Coaches & Pearson Field Specialists/ Cluster Leader</p> <p>Teachers & DA Coach</p> <p>Pearson Cluster Leader</p> <p>Coaches &/or Pearson Field Specialist</p> <p>Principal & SLT</p> <p>Principal & SLT</p> <p>Parent Community Coordinator</p> <p>Turnaround Officer</p>
October	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p>Formative Assessments: 3-week cycle Formative assessments are administered by teachers. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Quarterly Assessment #1 administered. Results are used to inform re-teaching, adjust strategies and determine interventions.</p>	<p>Principal, Coaches & Pearson Field Specialists/ Cluster Leader</p> <p>Teachers & DA Coach</p> <p>Teachers & DA Coach</p>

	<p>Pearson leadership monitoring/coaching site visits three (3) times per month.</p> <p>Principals Network: Principal and Future Leaders will attend regional meeting with other turnaround leaders six (6) times a year.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.</p> <p>District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent</p>	<p>Pearson Cluster Leader</p> <p>Pearson Trainer</p> <p>Coaches &/or Pearson Field Specialist</p> <p>Principal & SLT</p> <p>Principal & SLT</p> <p>Parent Community Coordinator</p> <p>Turnaround Officer</p>
November	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p>Pearson leadership monitoring/coaching site visits three (3) times per month.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround</p> <p>Formative Assessments: 3-week cycle Formative assessments are administered by teachers. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Principals Network: Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.</p>	<p>Principal, Coaches & Pearson Field Specialists/ Cluster Leader</p> <p>Pearson Cluster Leader</p> <p>Coaches &/or Pearson Field Specialist</p> <p>Principal & SLT</p> <p>Teachers & DA Coach</p> <p>Pearson Trainer</p> <p>Principal & SLT</p> <p>Parent Community Coordinator</p>

	<p>District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent</p>	Turnaround Officer
December	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p>Quarterly Assessment #2 administered. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Pearson leadership monitoring/coaching site visits three (3) times per month.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.</p> <p>District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent</p>	<p>Principal, Coaches & Pearson Field Specialists/ Cluster Leader</p> <p>Teachers & DA Coach</p> <p>Pearson Cluster Leader</p> <p>Coaches &/or Pearson Field Specialist</p> <p>Principal & SLT</p> <p>Principal & SLT</p> <p>Parent Community Coordinator</p> <p>Turnaround Officer</p>
January	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p>Quality Review: SLT presents developing school portfolio to school community to show evidence of progress.</p> <p>Pearson leadership monitoring/coaching site visits three (3) times per month.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround</p> <p>Formative Assessments: 3-week cycle Formative assessments are administered by teachers. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p>	<p>Principal, Coaches & Pearson Field Specialists/ Cluster Leader</p> <p>Pearson Cluster Leader & SLT</p> <p>Pearson Cluster Leader</p> <p>Coaches &/or Pearson Field Specialist</p> <p>Principal & SLT</p> <p>Teachers & DA Coach</p>

	<p>Principals Network: Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.</p> <p>District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent</p> <p>Financial Incentives: Calculate teacher & leader financial incentives based on performance and student achievement.</p>	<p>Pearson Trainer</p> <p>Principal & SLT</p> <p>Parent Community Coordinator</p> <p>Turnaround Officer</p> <p>Turnaround Officer</p>
February	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p>Quarterly Assessment #3 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Pearson leadership monitoring/coaching site visits three (3) times per month.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround</p> <p>Formative Assessments: 3-week cycle Formative assessments are administered by teachers. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Principals Network: Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.</p> <p>District Connection: Weekly visits to school that include Focus Walk with</p>	<p>Principal, Coaches & Pearson Field Specialists/ Cluster Leader</p> <p>Teachers & DA Coach</p> <p>Pearson Cluster Leader</p> <p>Coaches &/or Pearson Field Specialist</p> <p>Principal & SLT</p> <p>Teachers & DA Coach</p> <p>Pearson Trainer</p> <p>Principal & SLT</p> <p>Parent Community Coordinator</p> <p>Turnaround Officer</p>

	accompanying report to the Superintendent	
March	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p>ISTEP+ Writing Assessment (March/April) will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.</p> <p>Pearson leadership monitoring/coaching site visits three (3) times per month.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround</p> <p>Formative Assessments: 3-week cycle Formative assessments are administered by teachers. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Principals Network: Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.</p> <p>District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent.</p>	<p>Principal, Coaches & Pearson Field Specialists/ Cluster Leader</p> <p>Teachers & Principal</p> <p>Pearson Cluster Leader</p> <p>Coaches &/or Pearson Field Specialist</p> <p>Principal & SLT</p> <p>Teachers & DA Coach</p> <p>Pearson Trainer</p> <p>Principal & SLT</p> <p>Parent Community Coordinator</p> <p>Turnaround Officer</p>
April	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p>Quarterly Assessment #3 administered. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Pearson leadership monitoring/coaching site visits three (3) times per month.</p> <p>Principals Network: Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.</p> <p>ISTEP+ Multiple Choice Assessments (April/May) will be administered.</p>	<p>Principal, Coaches & Pearson Field Specialists/ Cluster Leader</p> <p>Teachers & DA Coach</p> <p>Pearson Cluster Leader</p> <p>Pearson Trainer</p> <p>Teachers & Principal</p>

	<p>Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround</p> <p>Formative Assessments: 3-week cycle Formative assessments are administered by teachers. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops focus on ways parents can support school success. Attendance encouraged through incentives.</p> <p>District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent.</p>	<p>Coaches &/or Pearson Field Specialist</p> <p>Principal & SLT</p> <p>Teachers & DA Coach</p> <p>Principal & SLT</p> <p>Parent Community Coordinator</p> <p>Turnaround Officer</p>
May	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p>Diagnostic Assessment #4 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Pearson leadership monitoring/coaching site visits three (3) times per month.</p> <p>Principals Network: Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (SLT) Meetings: SLT meets weekly to monitor the progress of the turnaround</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops focus on ways parents can</p>	<p>Principal, Coaches & Pearson Field Specialists/ Cluster Leader</p> <p>Teachers & DA Coach</p> <p>Pearson Cluster Leader</p> <p>Pearson Trainer</p> <p>Coaches &/or Pearson Field Specialist</p> <p>Principal & SLT</p> <p>Principal & SLT</p> <p>Parent Community Coordinator</p>

	support school success. Attendance encouraged through incentives. District Connection: Weekly visits to school that include Focus Walk with accompanying report to the Superintendent. Financial Incentives: Calculate teacher & leader financial incentives based on performance and student achievement	Turnaround Officer Turnaround Officer
June	Quality Review: Leadership Team presents developing school portfolio to school community to show evidence of progress. LT Leadership Institute: Two-day training for all members of the Instructional Leadership Team (ILT)	Pearson Cluster Leader and SLT Pearson Senior LT Advisor

Capacity Task	Yes	No	District Evidence
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> Professional Development sign in sheets aligned to SIG funded PD Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency) 	X		<p>Resume of Turnaround Officer</p> <p>The Gary Community School Corporation has high levels of expertise and successful experience in supporting school improvement. The resume of our Turnaround Officer, George Comer, Assistant Superintendent for Curriculum and Instruction is attached as an example of our expertise.</p>
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Town Hall Meetings 			<p>Parent and Community Meetings</p> <p>Meetings were held with parents and community members to inform and seek input on this schools progress on the following dates:</p> <p>Oct. 7, 13, 27, 29; Nov. 8, 10; Dec. 8; Feb. 16; April 1</p>

<ul style="list-style-type: none"> • Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers) • Town Hall sign in sheets • Community Partner Assurances • Documentation of mailings 			
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Capacity Task	Yes	No	District Evidence
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 			<p>Alignment Chart</p> <p>The chart below summarized the alignment of funding sources to our school Turnaround efforts.</p>

BAILLY PREPARATORY ACADEMY		
Funding Sources for School Turnaround		
DESIGN TASK	RESOURCE/ INTERVENTION	Funding Source

Design Task 1: Standards and Assessments	Curriculum & Accountability Divisions	district
	Differentiated Accountability Coach (DA Coach)	SIG funded
	Literacy Coaches	Title I
	Math Coaches	Title I
	Literacy and Math Institutes	SIG funded
Design Task 2: Aligned Instructional Systems	Pearson Safety Net Programs (Navigator, Ramp-Up, etc.)	SIG funded
	Technology Support: <ul style="list-style-type: none"> • 8 iPad II for coaches & leaders (gather teacher effectiveness data) • Interactive White Boards • eResponse systems 	SIG funded
	Professional Development	SIG funded
	Online Digital Tools to support student personalized learning; extended learning.	SIG funded
	Extended Learning Time	SIG funded
	Technology Training	SIG funded
	Technology Specialist	SIG funded
Design Task 3: High- Performance Leadership, Management, and Organization	District Turnaround Officer & Support	district
	Project Manager	SIG funded
	Leadership Academy	SIG funded
	Pearson Cluster Leader	SIG funded
	Teacher Compass	SIG funded
	Pearson Leadership Networks	SIG funded

	America's Choice National Conference	SIG funded
	Future Leaders	SIG funded
	Coaching Institute	SIG funded
	Summer Staff Retreat	SIG funded
Design Task 4: Professional Learning Communities	Instructional Leadership Team	SIG funded
	Learning Teams	SIG funded
	CADRE Teachers	SIG funded
	Compensation for Extended Time Learning	SIG funded
	Teacher/Leader Incentives	SIG funded
Design Task 5: Parent/Guardian and Community Engagement	Parent Community Coordinator	SIG funded
	Parent Center	District & SIG funded
	Student Incentives	SIG funded
	Transportation: Bus for Extended Time Learning	District

<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar Increased learning time for students is 	X	<p>Increased Learning Time</p> <p>While we have provided both before and afterschool tutoring in the past, we recognize the need for Extended Time for Learning at Bailly that is more structured and powerful.</p> <p>We will be extending the school day by starting at 7:15 instead of 8:00 to provide intervention support for students who are identified by</p>
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<p><i>tiered and supported by licensed and/or highly qualified educators</i></p> <ul style="list-style-type: none"> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 			<p>assessment. We will also extend the school day by one hour four days a week, Monday through Thursday to provide both enrichment and intervention for our students. Students will also attend 18 Saturday School (four hour) sessions. This will result in an additional 276 hours of instruction.</p> <p>Pearson will provide screeners to identify students who need these interventions and train teachers to use them effectively.</p> <p>Our Parent Community Coordinator will reach out to community partners to find enrichment opportunities (clubs, teams, PBL, mini internships, community service, etc.) for our students while our coaches and School Leadership Team will use data to determine which students will be mandated to attend short cycle intervention classes that focus on specific learning targets. All students who attend will qualify for incentives.</p>
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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ Instructions:

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-12*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <ol style="list-style-type: none"> (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; 	<p>With our External Provider, we have developed a plan to address our failure to make AYP by looking at our data and analyzing them to determine findings and root causes. We recognize our school culture must change and through the Turnaround Model we believe we can bring about positive change that will support Bailly Preparatory Academy to provide rigor and relevance for our students by supporting effective teachers to create lessons that engage and challenge our students, preparing them for college and careers.</p> <p>Turnaround Officer</p> <p>A designated (district-funded) Turnaround Officer signals the district's commitment to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement and graduation rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other schools—to make it happen.</p> <p>To enable the work of turnaround principals, they will be given direct access to an individual with the knowledge, determination and the authority to be responsive to issues that impede success. Our Assistant Superintendent for Curriculum and Instruction, George Comer will serve as the district's Turnaround Officer.</p>

<ul style="list-style-type: none"> (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline. 	<p>Dr. Myrtle V. Campbell, Superintendent of Gary CSC, appointed George Comer as the Turnaround Officer giving turnaround principals direct reporting authority to her that will enable relief from traditional organizational structures encountered that may impede needed reform. Most notably, increased flexibility—not available to other schools—the Turnaround Officer will enable the responsive action needed to enact necessary changes.</p> <p>Throughout the SIG grant period, the Turnaround Officer will work closely with the External Provider, Pearson, to support identified leadership and instructional improvements needed to positively impact the work of turnaround schools to dramatically-increase student achievement.</p> <p>Ensuring Effectiveness</p> <p>Pearson, our External Partner will support us throughout our School Turnaround. To ensure that we are headed in the right direction, they will expand our needs assessment with an on-site visit and we will collaborative set schedules, identify goals and timelines, and make sure we are on path for school improvement. This Getting Started Phase is described in response to question 3 in this section.</p> <p>Throughout our turnaround, our Pearson Cluster Leader will closely monitor the implementation for coherence and adherence.</p> <p>Systematic Monitoring of Progress and Impact of Implementation</p> <p>Ongoing monitoring of implementation of the plan uses measures of student achievement data from curriculum-embedded, benchmark, and high stakes assessments to track progress. They also use an integrated set of processes and tools to monitor progress and measure qualitative and quantitative aspects of implementation. These include the Focus Walk, school portfolio, and Quality Review. A Focus Walk is a guided process of gathering and analyzing evidence of implementation and facilitation of reflection on their progress relative to the criteria of the Implementation Expectations.</p>
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	<p>The work of the school is also captured in a portfolio, which provides leadership teams with a structured approach to analyzing the quality of implementation. While development of the school portfolio is an ongoing process, it is presented twice a year during the Quality Review. This process highlights the school's patterns of success and challenges and steers a new focus for the leadership team's work. After the review, the leadership team shares the results with the school community and works collectively to develop a plan for action to strengthen expectations or change the focus for implementation as the review findings have indicated. As the school leadership team develops capacity, it takes increasing responsibility for the conduct of the Quality Review, while our field staff transition into a critical observer role. Even after the designated period of implementation, schools are encouraged to continue this process by engaging outside observers who can bring a critical perspective to the process. Tools such as Data Walls and the Spotlight Report, an electronic implementation rubric customized to school's plan, support these monitoring processes and inform the leadership team's ongoing work.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external</p>	<p>We have selected Pearson as our External Provider for the following reasons:</p> <ul style="list-style-type: none"> • We are impressed with Comprehensive School Improvement Model as it will address the critical needs of our school in a personalized manner. • The intervention programs that are part of this program are powerful and proven. • The teacher collaboration model that accompanies this program has provided significant help to schools like ours, increasing student achievement and improving teacher morale, while building distributed leadership within the school. <p>We came to this decision in the following manner:</p> <ul style="list-style-type: none"> • We researched a number of potential providers • We interviewed 3 of these providers • We determined Pearson best fit the need of the Bailly Preparatory Academy..

providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each school's identified SIG needs;

(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;

(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;

(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,

(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.

(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),

(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and

Proven and Powerful

The Pearson Comprehensive Improvement Model helps schools change patterns of low performance and close achievement gaps that may have existed for many years. The design pays particular attention to literacy and mathematics. Without solid grounding in reading and mathematics (the fundamental building blocks for learning), Bailly students face an uphill battle to achieve. Bailly needs the capacity to improve results in these subjects. Readers, Writers, and Mathematics Workshops **provide a framework for differentiated instruction** to improve student performance.

Pearson provides a coherent solution to overcome multiple challenges. The Model includes

- Ongoing, sustained **professional development**
- On-site **technical assistance and coaching**
- High-quality **materials supporting tiered intervention**

This program has helped over 2,000 schools across the country. The Model boasts improved student achievement, higher test scores, increased graduation rates, fewer discipline problems, and more effective leadership and teaching described more specifically as follows:

- After just one year working with the lowest performing school across the state, [Arkansas](#) elementary students **outpaced state gains in proficiency in both literacy and mathematics**.
- Over four years, average annual growth in 30 middle schools in [Georgia](#) exceeded state growth in both English language arts and mathematics. "Georgia's Choice" has yielded **long-term, statewide results**—and has met the Georgia Department of Education's challenge to get at least 50 percent of students to proficiency on a new state test within three years.

(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.

- In [Hawaii](#), our schools have made **steady growth in proficiency over five years** in both literacy and mathematics. Three schools that had been in restructuring met AYP for the first time.
- Over three years, elementary, middle, and high schools in [Mississippi](#) using **exceeded the state growth rate in reading, language, and mathematics**. Eight of the first 40 schools identified as the lowest performing in the state exited the “priority” list after just one year as America’s Choice schools.
- Schools in [Rochester, NY](#), made **substantial long-term gains in student achievement**, particularly for low-performing and minority students, on state tests and other nationally normed measures. The results come from an **independent, comprehensive, longitudinal study**.
- Over seven years, schools in [New York City](#) topped state gains in English language arts and mathematics. Elementary students in almost 40 of the toughest schools in the district **exceeded state gains annually and cumulatively**.
- After just one year of implementation, three [Chicago](#) K–8 schools made the city’s “**top 50 gainers**” list for composite increases on the state test.
- [Niagara Falls, NY](#), is **closing the gap with the state** with districtwide results on the state’s English language arts assessment.
- [Duval County, FL](#), implementation is in more than a third of its 160-plus schools. The district made steady growth in reading and mathematics—and was **recognized by the state for the highest increase in “A”-rated schools**.
- [William E. Doar Jr. Public Charter School for the Performing Arts](#) in Washington, DC, selected this model when it opened in 2004. In a struggling district, the school **made AYP for the first time** in its third year of operation.
- In two years implementing this model, [Chattooga High School](#) in rural Georgia **increased its graduation rate by 20 percent and improved student performance in all subjects on graduation tests**. The school also made AYP and improved results substantially for students with disabilities.

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Pearson, our External Partner, brings a **research-driven program** with **proven results**. Eleven (11) Consortium for Policy Research in Education (CPRE) studies demonstrate effectiveness of Pearson’s Comprehensive Improvement Model. Pearson will help us in the following ways:

- Support effective teachers
- Evaluate students and teachers using fair, valid, and reliable measures
- Enhance collaboration between teachers
- Share leadership and accountability
- Build bridges between school and community

Bailly’s professional learning communities will have the opportunity to expand collaborative practice to transition to fully functioning Pearson Learning Teams (LT).

LT is a well-defined, researched, and scalable framework for professional learning communities designed to improve student achievement and build instructional leadership. LT was developed and researched over the last two decades in schools serving low-income and minority students. LT focuses teacher collaboration explicitly on improving student learning by improving classroom instruction.

As one of the few programs to have scientifically validated the positive effects of its teacher collaboration model on student achievement, LT has demonstrated success in both high performing and challenged schools (Saunders et al, 2009¹). Additionally, LT promotes distributed school leadership to improve the implementation fidelity as well as the classroom impact of other initiatives in curriculum and instruction, shifting leadership framework to build additional leadership capacity (Graff-Ermeling, 2007²).

¹ Saunders, W.M., Goldenberg, C.N. , & Gallimore, R. (2009) Increasing achievement by focusing grade level teams on improving classroom learning: A Prospective, Quasi-experimental Study of Title 1 Schools. *American Educational Research Journal*, 46, 4, 1006-1033.

² Graff-Ermeling, G. (2007). Building Coherence: The role of an externally supported, site-based leadership team, in sustaining settings for instructional improvement. Santa Monica: LessonLab Research Institute.

Results from a five-year study of Pearson's collaborative LT model indicate that LT provides "more focus in grade-level and ILT (Instructional Leadership Team) meetings on student academics, systematic and joint planning, purposeful use of assessment data (of all kinds), and efforts to implement and evaluate jointly developed instruction" (Gallimore, et al, 2009³). Research also suggests that LT improves teacher retention as teachers become empowered with greater instructional decision-making (Borman & Dowling 2008⁴). In a study of 2,000 former and current California teachers, decision-making autonomy was the one factor that mattered most to teachers who chose to stay in the field, more so than adequate pay or effective system supports (Futernick 2007⁵).

The LT Model will help Bailly Preparatory Academy develop powerful collaborative teacher workgroups to enhance our use of data for instructional decision-making.

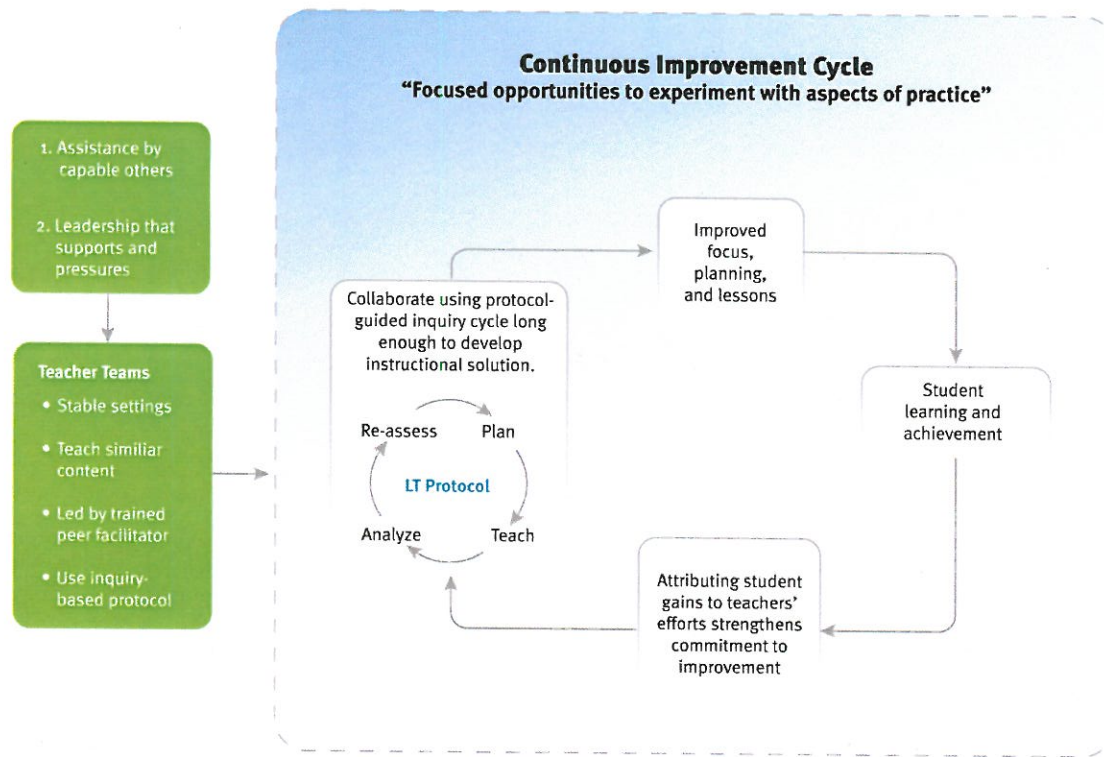
Pearson Learning Teams

The LT program is supported by a clear, research-based Theory of Action. As the following diagram illustrates, the LT theory of action is based on *effective leadership* and *stable settings* that support *collaborative teacher teams led by trained peer facilitators*. This in turn supports a cycle of continuous improvement within which teachers receive "focused opportunities to experiment with aspects of practice" in the classroom.

³ Gallimore, R., Ermeling, BA, Saunders, WM, & Goldenberg, C. (May, 2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *The Elementary School Journal* (special issue edited by Morris & Hiebert), 109 (5), 537-553.

⁴ Borman, GD & Dowling, NM (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78, 367-409.

⁵ Futernick, K. (2007). A possible dream: Retaining California's special education teachers. Retrieved January 1, 2010, from http://www.calstat.org/textAlt/SpEDge_eng/sum07edge.html



Anticipated Outcomes. Well-implementing LT schools should yield the following outcomes within 1-3 years:

- Gains in student achievement that significantly surpass the average rate of gain among schools in the same district and the state
- Effective teacher workgroup meetings in which teachers spend the majority of time planning, evaluating, and refining their teaching
- Greater capacity among teachers to provide effective instructional leadership to workgroups and the staff as a whole
- Sharper and more enduring focus on academic goals and outcomes
- Stronger collective commitment among staff towards improving teaching, learning, and student achievement

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).	
<p>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making 	<p>Getting Started</p> <p>A team of Pearson staff spends three days onsite conducting interviews with school and district staff, and with community stakeholders to go deeper into the information we have collected. These meetings are intended as frank and open discussions about strengths and challenges. Topics incorporated into these discussions include the following:</p> <ul style="list-style-type: none"> ▪ The culture, practices, and attitudes around students' achievement of college and career readiness ▪ Uses of assessment in the system ▪ Core curriculum and supporting instructional materials ▪ Safety net programs to help academically at-risk students ▪ Efforts to address levels of motivation and discipline among students ▪ Professional development for teachers and leaders ▪ Any other institutional supports to establish and sustain the system ▪ How parents and the community are engaged in the school <p>The team conducts Focus Walks to study and learn about the school in operation. They follow a protocol and focus on programs and practices relevant to the alignment and coherence of the school's curriculum and systems for monitoring and supporting students' growth. Each school visit includes time to view classes in session, as the schedule allows, and to meet with the principal and key staff. They inquire about curricula, course sequencing, graduation requirements, textbooks, assessment systems, scheduling, and supports for special populations.</p> <p>Part of this information gathering focuses on school budgeting, paying particular</p>

adjustments as necessary;

(f) Redirecting resources that are not being used to support the school improvement process; and

(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.

attention to the various federal funding streams. They look at the distribution of professional development funds (during the school year, after school, and over the summer) and review all of the sources of funds to support the school, including Title I funds distribution, and funds that follow particular students. As they learn about instructional programming, they note any duplication or gaps that may need to be addressed.

Throughout this process, they pay special attention to the concept of a coherent, standards-based instructional system in which all components are aligned to support students' achievement of the standards. They lay out these components of the school's instructional system, discuss them with school personnel, and examine each of these aspects of alignment:

- Alignment of the curriculum to the standards and assessments
- Alignment of instructional materials to the curriculum
- Systematic monitoring of students' progress toward meeting the standards and use of the information gathered through monitoring to modify instruction and otherwise meet students' assessed needs
- The alignment of safety net programs to the curriculum and their effectiveness in addressing students' needs and enabling them to their learning
- The quality of alignment of the professional development for teachers to the standards, curriculum, and assessments
- Institutional supports to establish and sustain the system, including coaching, professional development, and technical assistance for school leaders, teachers, and guidance staff
- The nature and level of parent and community engagement

This dialogue and data gathering results in a Profile that captures critical programmatic elements that contribute to the success of school improvement efforts and highlights issues that need to be addressed in enabling the school to move forward. It emphasizes what is already in place, where challenges exist, and the implications for the school improvement plan.

An important component of the Profile is a series of force field analyses that capture

	<p>the “driving forces” that are promoting progress toward improvement goals and “resisting forces” which need to be overcome if improvement goals are to be addressed, let alone achieved. They have a highly engaging protocol that gives school personnel, as well as parents and other community stakeholders, an opportunity to participate in their own review and rating of the driving and restraining forces. The protocol is designed to foster a common understanding of key issues and assist in the development of plans for capitalizing on the driving forces and removing or mitigating the effects of resisting forces.</p> <p>The Profile lays the foundation for working with the school and district to map out a coherent implementation plan for school improvement that integrates existing efforts, builds on strengths, and establishes clear action steps to meet program outcomes.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
<p>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal 	<p>Operational Flexibility</p> <p>We recognize the size and complexity of our school district can provide barriers to school improvement despite our best intentions. The many layers of our large organization can hinder timely decision making and implementation.</p> <p>In order to facilitate Turnaround at Bailly Preparatory Academy, our Turnaround Officer will be a direct conduit to district resources and administrators, including the Superintendent.</p> <p>In addition, the principal will be involved in the hiring process for all staff members. Human Resources will provide support rather than simply assigning teachers to these schools. The principal will interview and screen all candidates and be the decision maker when it comes to hiring or retaining teachers.</p> <p>Rigorous, regular monitoring of grant implementation is a challenge. The IDOE and the Gary Community School Corporation will commit to more rigorous monitoring, including twice-yearly site visits and twice-yearly virtual meetings for the purpose of monitoring grant implementation progress, and to allow interventions to be swiftly implemented, as needed. Three updates will be presented jointly to the Board of School Trustees and community partners throughout the school year. Community partners will be required to submit their collaboration efforts for review via an online portal. It is our belief that a more transparent approach to implementation will result in a more informed and invested school community and general community.</p>

<p>procedures;</p> <p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	
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Indicators of LEA Commitment	Description of how this action was or will be completed
5. Sustain the model after the funding period ends.	
<p>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational 	<p>Building Capacity for Sustained Improvement</p> <p>One of the reasons we chose Pearson as our External Provider is the Comprehensive Improvement Model is designed to sustain improvement after the period of funding. Each aspect of the implementation process and the system of supports Pearson provides is designed to scaffold development of capacity for sustained improvement within each school and district.</p> <p>Scaffolding includes modeling, shoulder-to-shoulder coaching, co-planning, providing exemplars, giving direct advice, and other strategies designed to provide support and guidance for us as we take on new roles, tackle new problems, or approach tasks in different ways from those we have followed in the past.</p> <p>Pearson uses a debriefing processes and transparent facilitation and provides protocols to transfer these practices to us. Pearson will gradually withdraw scaffolding as we grow in competence and confidence in our changed roles. This approach is reflected in the design of professional development and, especially, in the way their field services teams provide onsite technical assistance and coaching. The scaffolds provided are designed to build capacity so we can assume responsibility, independent of Pearson support, for continuing improvement at the end of our funding.</p> <p>Future Leaders</p> <p>In order to create a pipeline for other turnaround leaders, each principal will identify teachers who demonstrate the skills and abilities of a future turnaround leader. Bailly will identify two teachers to receive 40 hours of leadership training each year in</p>

<p>improvement;</p> <ul style="list-style-type: none"> (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan; (g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy; (h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement; (i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity; (j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs; (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement 	<p>order to create an at-hand supply of effective turnaround leaders.</p> <p>These individuals will attend Leadership Institutes, Leadership Networks and serve on the School Leadership Team. They will assume leadership roles and learn to distribute leadership effectively throughout the building. They will also have the opportunity to attend a national conference and interact with Turnaround School leaders from across our country.</p>
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activities; (I) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.	
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4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 3) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check "We will not implement this model."
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment E).

Turnaround Model

(Guidance Document, Section B, pages 26-31)

☒ We will implement this model. ☐ We will not implement this model - move to next model.

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
I. <i>Replace the principal and grant</i>	Principal Posting		I) July 2011

<p><i>principal operational flexibility.</i></p>	<p>Principal does not have to be replaced due to start up in 2009. Replacement of principal does not apply. These are the guidelines to be followed if applicable.</p> <p>The Human Resources Department has begun an aggressive recruitment program for an effective principal to lead Lew Wallace STEM Academy as it applies the Turnaround Model.</p> <p>Job postings have been listed within major newspapers and publications, including <i>Education Week</i>. Incentives will be provided through adjustments in salary and benefits based upon training and experience.</p> <p>Priority will be given to candidates who have a documented record of successfully leading a school to turnaround its practices.</p> <p>1) Post Position</p> <p>2) Complete paper screening</p> <p>3) Invite Top 5 Candidates for interviews and campus tour</p> <p>4) Stakeholders and district administrators interview and rank candidates</p> <p>5) Collaborative decision is made and principal is hired</p>	<p>1) Human Resources (HR)</p> <p>2) HR</p> <p>3) HR</p> <p>4) HR</p> <p>5) Supt. & Board of Education</p>	<p>2) August</p> <p>3) August</p> <p>4) August</p> <p>5) August</p>
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Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>2. <i>Measure the effectiveness of current staff; screen existing staff and rehire</i></p>	<p>1) Contact all current staff and RIF'd teachers to inform them of the need to apply</p>	<p>1) HR</p> <p>2) HR</p>	<p>1) July</p> <p>2) July</p>

<p><i>no more than 50 percent; select new staff.</i></p>	<p>2) Post all positions and alert the need to sign a letter of commitment and support for all elements of the turnaround including mandatory professional development that will include a week of training this summer (compensated)</p> <p>3) Screen all candidates using evaluations on file</p> <p>4) Interview all viable candidates</p> <p>5) Select staff rehiring no more than 50%</p> <p>6) Notify new staff and invite to Staff Retreat</p>	<p>3) HR</p> <p>4) Principal</p> <p>5) Principal</p> <p>6) Principal</p>	<p>3) July/August</p> <p>4) August</p> <p>5) August</p>
<p>3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i></p>	<p>Financial incentives and opportunities for career growth have been developed to recruit and retain the best and the brightest teacher for Bailly Preparatory Academy and Lew Wallace STEM Academy.</p> <p>Teachers will have the opportunity to earn a bonus of up to \$5000 for receiving exemplary evaluations by their principal and demonstrating student growth on specific assessments.</p> <p>In addition, interested teachers will be invited to become Future Leaders and provided with 40 hours of leadership professional development and attend a national conference to interact with other turnaround leaders.</p> <p>1) Notify teachers and leaders of financial incentives linked to their performance and the performance of their students.</p> <p>2) Notify staff of Future Leaders opportunity</p> <p>3) Create rubric for determining financial incentives collaboratively</p> <p>4) Identify Future Leaders</p> <p>5) Share rubrics for financial incentives</p>	<p>1) HR</p> <p>2) HR</p> <p>3) Principal & teachers</p> <p>4) Principal</p> <p>5) Principal & SLT</p> <p>6) Principal &</p>	<p>1) July</p> <p>2) July</p> <p>3) August</p> <p>4) August</p> <p>5) August</p> <p>6) August</p> <p>7) January & May of</p>

	6) Invite Future Leaders to Leadership Academy (2 days) & Principal Networks (6 times per year) 7) Calculate and deliver financial incentive based upon teacher performance and student growth 8) Revise financial incentive rubric as needed 9) Share new rubric with all staff	Pearson Trainer 7) Turnaround Officer 8) Principal & Future Leaders 9) Principal	each year 8) June 9) August
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Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	<p>Professional development at Bailly will be personalized, job-embedded, supported, and closely monitored.</p> <p>The principal and coaches will use <i>Teacher Compass</i>, a web based teacher effectiveness software, to gather teacher effectiveness data for each teacher. <i>Teacher Compass</i> is an easy-to-use, customizable online tool for collecting, organizing, and analyzing teacher performance data and using that data to create differentiated professional development plans. They will collect this data on iPad II's and then share these data with teachers. After reflective conversations with each teacher, they will create a personalized plan for growing their skills. Coaches will be available to come alongside to model, support, and then monitor the effectiveness of the teacher as they apply these new practices in their classroom.</p> <p>Teachers will be directed to resources that include peer observation, facilitated by CADRE teachers, and an online <i>Community of Learners</i> site that holds powerful resources including video and interactive chat rooms.</p> <p>The Community of Learning ("COL") is the online eLearning portal that provides materials, tools and online resources in support of implementation of the Pearson Comprehensive Improvement Model and Instructional Solutions. Designated school staff will access the implementation expectations (rubrics), monographs, study groups, blackline masters of assessments, scoring templates, videos and other handouts. Implementation tools <i>that are</i></p>		

	<p><i>available only on the COL</i> are, as applicable: assessment scoring templates, monograph flipbooks, genre study online resources, and access to the Assessment Reporting Online System.</p> <p>In addition, social networking tools such as blogs, journals, discussion boards, chat rooms, etc., are available through COL for client use as part of study groups and online professional development, as applicable. Online professional development is designed to provide a self-study course environment enhanced by live, web-based sessions with content experts.</p> <p>A number of specific Institutes, Academies, and training events are planned for Year 1. CADRE Teachers will be used to release teachers for training when it occurs during the school day. Some of the listed trainings will be part of the week-long Staff Retreat. Teachers will receive their regular compensation for professional development received outside of the normal school day.</p> <ol style="list-style-type: none"> 1) Staff Retreat (5days) for all Bailly staff members 2) Orientation (1 day training for SLT: principal, asst. principal, parent & community liaison, coaches) 3) Leadership Academy (4 day) for principal and Future Leaders 4) Principal Networks (6 times per year) principal and Future Leaders 5) Literacy Institutes (6 days) for Literacy Coaches and 1 teacher per grade level. These teachers' classrooms will become observation sites for their peers. 6) Math Institute (6 days) for Math Coaches and 1 teacher per grade level. These teachers' classrooms will become observations sites for their peers. 	<ol style="list-style-type: none"> 1) Principal & Pearson Cluster Leader 2) Pearson Trainer 3) Pearson Trainer 4) Pearson Trainer 5) Pearson Trainer 6) Pearson 	<ol style="list-style-type: none"> 1) August 2) August 3) August 4) 6 times per year 5) Aug (3 days), Oct (2 days), Jan (1 day) 6) Aug (3 days), Sept (2
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	7) Coaching Institute (2 days) for principal and all coaches 8) Collaborative teacher team meetings for data conversations 9) Focus visits by principal and coaches followed by reflective conversations 10) Learning Teams Leadership Institute (2 days) for principal and Instructional Leadership Team	Trainer 7) Pearson Trainer 8) DA Coach 9) Principal & Coaches 10) Pearson Senior LT Advisor	days), Nov (1 days) 7) August 8) Weekly 9) Daily 10) Summer 2012
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Additional professional development opportunities include:

- Onsite technical assistance for demonstrating, modeling, and coaching
- Support for the development of teacher collaboration by means of study groups that providing a continuing focus for analysis of information about students' progress including the study of student work, shared lesson planning, and development of teaching strategies
- Access to the online Community of Learning, which provides classroom videos, materials, and connections to Pearson experts

The focus on teacher collaboration moves to a further stage at advanced stages of implementation. As professional capacity grows the school, our focus moves to supporting sustained, self-directed professional learning. The ***Learning Teams (LT)*** model offers a means of enhancing development of collaboration that will support this goal. LT brings teachers and administrators together in focused, collaborative settings on a regular basis to systematically examine their practice, set concrete goals and objectives, and work together to improve teaching and learning in a way that mirrors the 8-Step Process. LT provides both teachers and administrators with the necessary framework for integrating transformative instructional strategies into their work and sustaining the school's journey to becoming a high performing school.

5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>	Gary CSC has named Assistant Superintendent George Comer to also assume the role of Turnaround Officer to provide an efficient and effective conduit between our Turnaround Schools and the Superintendent. Our Turnaround Officer will visit each school weekly, accompany the principal on Focus Walks, and be a regular and visible presence.	Turnaround Officer	August 2011 - August 2014
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	<p>The purpose of the Turnaround Officer is to remove barriers and support each school to fulfill the goals of their Turnaround.</p> <p>The principal will report directly to the Turnaround Officer and the Turnaround Officer will report directly to the Superintendent, bypassing the many layers normally associated with our large urban district.</p>		
6. <i>Use data to implement an aligned instructional program.</i>	<p>Developing a data-driven culture</p> <p>Making effective use of assessment information, both formative and summative, is critical to our effectiveness in closing achievement gaps and ensuring access to a rigorous academic program for all students.</p> <p>Through a combination of institutes, networks and technical assistance, our External Provider will:</p> <ul style="list-style-type: none"> ▪ Coach the leadership team to apply a systems approach as they integrate, synthesize and apply assessment findings throughout the school to effect positive change in teaching and learning ▪ Assist the leadership team to map and navigate the existing data environment, for example, the state and district assessments; other assessments that are used in the school; and test preparation programs that are currently in place ▪ Focus technical assistance visits on modeling and scaffolding learning about the process of analyzing and reflecting on student achievement data and how to use the data to guide instructional decision-making ▪ Build capacity for data use at the school level; for example, assisting in interpreting results and connecting to teaching strategies; helping teachers 	Pearson Cluster Leader, Principal, DA Coach	August 2011- August 2014

	<p>and leadership teams to identify students "on the bubble" as a result of quarterly benchmarks or state data; stressing the importance of formative assessments</p> <p>These supports are designed to ensure that districts and schools have aligned their management and use of assessment information effectively.</p> <p>Specifically, we will:</p> <ol style="list-style-type: none"> 1) use data through Teacher Compass to enhance teachers' effectiveness through reflective conversation and targeted professional development 2) use 3 week mini assessments per the District 8-Step Instructional Calendar as well as the quarterly <i>Acuity</i> assessments to provide formative assessment data on students to direct instruction. 3) Hold weekly collaborative data conversations with teacher teams to plan instruction <p>The SLT will monitor school data and prepare a school portfolio that showcases data supporting their Turnaround on a semi-annual basis and share their work with the Bailly Preparatory Academy stakeholders.</p>	<p>1) Principal & Coaches</p> <p>2) Teachers & DA Coach</p> <p>3) DA Coach</p> <p>4) SLT & Principal</p>	<p>Daily</p> <p>Every 2 weeks</p> <p>Weekly</p> <p>Semi-Annually</p>
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Elements	Tasks/Steps	Lead Person/Position	Time Period (month)
7. <i>Promote the use of data to inform and differentiated instruction.</i>	<p>Teachers will learn to use data to inform and differentiate instruction through targeted assistance by coaches and Pearson field specialists. They will employ the 8-Step Process under the direction of the Differentiated Accountability Coach (DA Coach).</p> <p>1) Administer scanners to identify students in need of</p>	<p>1) DA Coach</p>	<p>1) August</p>

	<p>intervention or acceleration courses</p> <p>2) Schedule student into Navigator courses</p> <p>3) Administer formative assessments</p> <p>4) Hold data conversations to determine instruction based on student work and results of formative assessment</p> <p>5) Provide intervention for students not meeting standards</p> <p>6) Retest remediated students</p>	<p>2) Principal & DA Coach</p> <p>3) Teachers</p> <p>4) DA Coach & Teacher Teams</p> <p>5) Teachers</p> <p>6) Teacher</p>	<p>2) August</p> <p>3) Every 3 weeks</p> <p>4) Weekly</p> <p>5) Daily</p> <p>6) At end of intervention</p>
<p>8. <i>Provide increased learning time for students and staff.</i></p>	<p>Extended Time for Learning</p> <p>Learning time will be increased for both staff and students. Staff will participate in a Staff Retreat (5 days) before school starts to begin the process of Turnaround. They will participate in revisioning, orientation, and team building as they begin the formidable work of changing the culture at Bailly Preparatory Academy.</p> <p>Extended Time for Learning for Faculty</p> <p>Ongoing professional development will require attendance at trainings that occur both within and outside the school day. All professional development is mandatory and teachers commit to participate fully when applying for their position. Compensation for professional development that occurs outside the school day, and for teaching during Extended Time, will be SIG funded.</p> <p>Extended Time for Learning for Students</p> <p>Instructional time will be increased both before and after school. Instruction will begin at 7:15 instead of 8:00 four days a week Monday - Thursday. The school day will also be extended one hour four days a week from Monday</p>	<p>Principal, Transition Coach, Parent & Community Liaison</p>	<p>August 2011 - May 2014</p>

	<p>through Thursday. Students will also attend Saturday School for 18 sessions. This will result in an additional 276 hours of instruction to support our students' success.</p> <p>Students will have the opportunity to participate in enrichment classes and intervention programs during this time. Our Parent and Community Liaison will be reaching out to our Community Partners to help us provide relevant and exciting enrichment programs that allow students to apply what they are learning in the classroom in a real world manner. Meanwhile our DA Coach will oversee scheduling and incentives to support the intervention program which students will be mandated to attend.</p> <p>Schools will be encouraged to attend extended day programs and demonstrate academic gains through student incentives.</p>		
9. <i>Provide social-emotional and community-oriented services/supports.</i>	<p>Differentiated Supports to Address Students' Non-academic Needs</p> <p>Going hand in hand with the academic components of Pearson's CIM Model are supports for students' social and emotional growth. These supports attend to students' motivation, engagement, and capacity to manage themselves as learners.</p> <p>We focus on students' sense of belonging to the school, their connections to teachers and other adults, their friendships with peers, their sense that they are known both as learners and as people, and their belief in their ability to succeed academically. Emphasis is placed on instructional routines and rituals built into everyday classroom learning to scaffold students' development as effective learners and members of a productive learning community. Predictable</p>	Principal & Pearson Trainers	Ongoing August 2011-2014

	<p>routines and rituals provide for (1) direct instruction to the whole class, (2) small-group instruction for students according to need, and (3) individual instruction based on students' assessed needs.</p> <p>Academic Behaviors Our teachers will also learn to provide support for consistent, age-appropriate expectations and the necessary scaffolding for students' development as effective learners and members of a productive learning community across content areas, such as skills in identifying and setting goals for one's learning, working independently and in groups, and knowing when and how to seek help.</p> <p>Systematic attention to students' development of these academic behaviors is important for all students and vital for students for whom skills in self-management and cooperation do not come easily. These types of support are also incorporated into the Tier 2 academic interventions.</p> <p>Community Services Our Parent Community Coordinator will plan and present monthly parent workshops on topics that will support student success. This person will also be a conduit for families in need of services. Our Parent Center will be a warm and welcoming place that may be used to host health related screenings or one-on-one conversations with families who are experiencing stressful conditions.</p> <p>As a member of the SLT, the Parent Coordinator will meet weekly with this leadership team to provide parent perspective and to bring forth opportunities to host community service events at the school.</p>	<p>Parent Community Coordinator</p>	<p>Monthly from September 2011-August 2014 during school year</p>
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- If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

Principal Posting

Principal does not have to be replaced due to start up date in 2009. Replacement of principal does not apply. These are the guidelines to be followed if applicable.

The Human Resources Department has begun an aggressive recruitment program for an effective principal to lead Lew Wallace STEM Academy as it applies the Turnaround Model.

Job postings have been listed within major newspapers and publications, including *Education Week*. Incentives will be provided through adjustments in salary and benefits based upon training and experience. Priority will be given to candidates who have a documented record of successfully leading a school to turnaround its practices.

- 1) Post Position
- 2) Complete paper screening
- 3) Invite Top 5 Candidates for interviews with committee composed of all stakeholders and campus tour
- 4) Stakeholders and district administrators interview and collaboratively rank candidates
- 5) Superintendent reviews ranking recommendations of the committee and recommends chosen candidate to the School Board

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that all of the model's elements will be implemented during the 2011-2012 school year.	X	

Transformation Model

(Guidance Document, Section E, pages 36-41)

☐ We will implement this model. X We will not implement this model – move to next model.

Restart Model

(Guidance Document, Section C, pages 31-33)

☐ We will implement this model. X We will not implement this model – move to next model.

School Closure

(Guidance Document, Section D, pages 34-35)

☐ We will implement this model. X We will not implement this model – do not complete.

5. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
 - For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable.

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
53% of all students are proficient on ISTEP+ mathematics	65% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics
54% of all students are proficient on ISTEP+ English/language arts	65% of all students are proficient on ISTEP+ English/language arts	75% of all students are proficient on ISTEP+ English/language arts	85% of all students are proficient on ISTEP+ English/language arts

II: Budget

Instructions:

- 1) Complete the budget pages provided in the Excel file for the three years (see copies in Attachment C).
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
- 3) **The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.**

Note: The LEA's budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA's school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment D for suggestions)

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of research-based instructional practices that are vertically aligned across grade levels and the state standards	Turnaround	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)

Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround	Title III, Part A - LEP
State Resources		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround	Early Intervention Grant

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards 2 Literacy Coaches, 2 Math Coaches	Turnaround	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)
Pearson Comprehensive Improvement Model: Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded PD and leadership training (Orientation, Leadership Academies, Principal	Turnaround	1003(a) School Improvement Grant - AYP funds

<p>Networks, Literacy Institutes, Math Institutes, Coaching Institute, and on-site technical assistance)</p> <p>Technology Training: Support for integrating technology in content area classes with fidelity and on-site coaching and support</p> <p>Staff Retreat: Intensive orientation and training to support school culture change</p> <p>Differentiated Accountability Coach: Onsite coaching and facilitation of collaborative data use</p> <p>Parent and Community Coordinator: Reach out to parents and community partners to support student success</p> <p>Technology Specialist: Support for integrating technology into daily instruction</p> <p>CADRE Teachers: Relieve teachers to permit data analysis, collaborative planning & PD</p> <p>Project Manager: Complete schedules/paperwork for all elements of Turnaround in a timely fashion</p> <p>Future Leaders: Leadership training (40 hours of PD) for 4 educators</p> <p>Pearson Learning Teams: Collaborative PD & leadership training (Year 2 & 3) supporting integration of 8-Step Process</p> <p>Financial Incentives: Bonuses based on student achievement data and performance for teachers and leaders</p> <p>Extended Time Learning: Compensation for teachers for work performed, or PD, beyond the contractual day; transportation for students attending ETL</p> <p>Student/Family Incentives: Funds to provide motivational items/events for students and families</p> <p>Technology Enhancement: Interactive Whiteboards and eResponse systems to support student engagement; Online digital tools to support individualized student learning and extended learning; iPad IIs for SLT teacher effectiveness data collection</p> <p>Teacher Compass: Teacher effectiveness data collection system to provide personalized professional development plans</p> <p>Intervention Materials: Consumable materials for tiered intervention (Navigator, Ramp Up, etc.)</p> <p>Transportation: Support Extended Time Learning</p> <p>America's Choice National Conference: Foster collegial discourse with turnaround leaders from across the nation</p>		
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Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Turnaround	Title II, Part A
State Resources		
Curriculum & Formative Assessments: Provide student growth data with accompanying reports Data Warehouse: System for retaining, analyzing, and distributing records	Turnaround	
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround	Early Intervention Grant
Teacher salaries and aides: Provide instruction for students identified with special needs	Turnaround	Special Education Accounts

Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
<p>1. The budget includes attention to each element of the selected intervention.</p> <p><i>All models</i></p>			
<p>2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.</p> <p><i>All models</i></p>			
<p>3. Projected budgets meet the requirements of reasonable, allocable, and allowable.</p> <p><i>All models</i></p>			
<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>			
<p>5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated.</p> <p><i>All models</i></p>			

<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement 			
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 			
<p>8. The district has received the support of</p>			

<p>the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 			
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 			
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 			
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p>			

<ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 			
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 			
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffolded focus aligned to</i> 			

key findings and root causes in SIG application			
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • Professional Development sign in sheets aligned to SIG funded PD • Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency) 			
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Town Hall Meetings • Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers) • Town Hall sign in sheets • Community Partner Assurances • Documentation of mailings 			
18. The district demonstrates the ability to align			

<p>federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 			
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<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> 			
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<ul style="list-style-type: none"> ○ Saturday intervention ○ Before or after school enrichment/remediation ○ School vacation weeks • Compensation for extended day is identified by the LEA 			
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Attachment B: LEA Commitments Scoring Rubric

(I) The LEA has analyzed the needs of each school and has selected an intervention for each one.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<ul style="list-style-type: none"> • Full completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • All of the required data sources have been provided • All of the analysis (findings) from the data and the root cause analysis are logical • The alignment between the needs of the school and the model chosen is <i>specifically and conclusively</i> demonstrated as appropriate. 	<ul style="list-style-type: none"> • Some completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • Some of the required data sources have been provided • Some of the analysis (findings) from the data and the root cause analysis is accurate • A <i>general</i> alignment between the needs of the school and the model chosen is has been demonstrated 	<ul style="list-style-type: none"> • No completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • <i>Little to none</i> of the required data sources have been provided and/or the analysis (findings) is lacking or minimal • <i>Little or no</i> use of root cause analysis and/or causes are illogical and not based on data • The alignment of the school and its needs and the improvement model chosen is <i>lacking or minimal</i>.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<p>There is exceptional evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is adequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is inadequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.</p>

(3) Align other resources with the interventions.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<p>There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>All of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>Most of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>Some or none of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for aligning resources with the selected model, interventions, and/or school improvement activities does not meet the identified needs.</p>

(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<p>There is exceptional evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>All of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>Most of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is inadequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>Some or none of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities does not meet the identified needs.</p>

(5) Sustain the reforms after the funding period ends.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<p>There is exceptional evidence of a process for sustaining reforms after the funding period ends.</p> <p>All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is adequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is inadequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for sustaining reforms after the funding period ends does not meet the identified needs.</p>

Attachment C: Budget

§ 2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

Allocation Amount

☐ Original

☐ Amendment # _____

Corporation Name: Gray Community School Corporation

Corp #: 4690

School Name: Bailly Preparatory Academy

School #: 4105

		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert	Noncert									
11000	Instruction	822,212	214,784	200,078	35,131				48,000	203,130		1,523,335
21000	Support Services-Student								3,000			3,000
22100	Improvement of Instruction (Professional development)					393,556		50,000				443,556
22900	Other Support Services: Admin for School-Level Activities	3,600	2,295	697	467							7,059
25191	Refund of Revenue											\$0
26000	Operation and Maintenance											\$0
27000	Transportation											\$0
33000	Community Service Operations								17,000			17,000
60100	Transfers (Interfund)											\$0
	Column Totals	825,812	217,079	200,775	35,598	393,556	\$0		68,000	203,130	\$0	

TOTAL COST

1,993,950

1,625,394

Current Indirect Cost

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Total after deducting Property (710-748)

Total Available for Indirect Costs

Amount of Indirect Cost to be used

Grand Total After Indirect Cost

1,422,264

1,422,264

30,152

2,024,102

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
Tier II & III consumable student materials \$48,000. These materials will take the form of hands-on materials, and games and anchor the 8 step instructional process (Success Time). These materials will allow students be more engaged in the learning process.	Equipment: White Boards \$1795 x 25 = \$44,875 eResponse Systems \$3,000 x 15 = \$45,000 iPads (principal & coaches to collect classroom observation data5 x \$450 = \$2,250 Package (Elmo, projector, cart, screen) \$2,180 x 20 = \$43,600 Poster Maker = \$8000 Quiz Bowl \$440 x 2 = \$880 Twenty –Three classrooms provided with Success-Maker 2,500x 23 = 57,500	Elementary School Comprehensive Improvement Model Stage One with technical assistance services to the school, incorporating job-embedded professional development and coaching, planning, monitoring and reporting, and including no less than 120 days of onsite services. Year One includes "Getting Started" (comprehensive needs assessments & development of school turnaround implementation plan) Teacher Compass: online tool for collecting, organizing, and analyzing teacher performance data to inform differentiated PD plans. Technology coaching modeling, professional development (10 days onsite) to support teacher's use of technology for learning (student engagement, differentiation, personalization). Tier II & Tier III interventions as a component of CIM program \$359,790	Materials & Supplies for Professional Development (conference attendance, teacher training materials; online access to personalized learning modules) \$50,000 These funds will allow staff members to attend all training sessions, conferences, retreats, and workshops identified within this grant.	Before school instruction (40 teachers for 68 hours) \$149,600 After school instruction (40 teachers for 136 hours) \$299,200 Saturday school instruction (12 teachers for 72 hours) \$47,520 Principal Salary-5 hrs for 18 Saturday \$ 3,600 Custodial Salary- 5 hrs for 18 Saturdays (Time & a half) \$2,295 Para/Secretary – 5 hrs a day for 18 Saturdays 1,552 Travel –Will support 40 staff members to attend conference, training outside the school day) \$50,000 Technology Specialist - \$62,946 DA Coach: \$92,946 Incentives for Parents \$ 17,000 Incentives for students \$ 3,000 Incentives for teachers-stipend up to \$5,000 per teacher for performance pay (40 staff) \$200,000 Materials & Supplies for Instruction \$48,000

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

§ 2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) LEA BUDGET

Allocation
Amount

☐ Original

☐ Amendment # _____

Corporation Name: _____

Corp #: _____

		School Name:						School #:				Line Totals
		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Prop erty	Transfer	
		Cert	Noncert									
11000	Instruction											\$0.00
21000	Support Services-Student											\$0.00
22100	Improvement of Instruction (Professional development)											\$0.00
22900	Other Support Services: Admin for LEA Activities											\$0.00
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance											\$0.00
27000	Transportation											\$0.00
33000	Community Service Operations											\$0.00
60100	Transfers (Interfund)											\$0.00
	Column Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
TOTAL COST												\$0.00
<div style="display: flex; justify-content: space-between;"> <div> <div style="border: 1px solid black; padding: 5px; width: 150px;">Current Indirect Cost</div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> </div> <div> <p>Subtract the amount above 25,000 (per individual contracted service) from your total budget:</p> <div style="display: flex; justify-content: space-between;"> <div> <p>Total after deducting Property (710-748)</p> <p>Total Available for Indirect Costs</p> <p>Amount of Indirect Cost to be used</p> <p>Grand Total After Indirect Cost</p> </div> <div> <div style="border: 1px solid black; padding: 2px; text-align: center;">\$0.00</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">\$0.00</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">####</div> </div> </div> </div> </div>												

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel

§ 2012-2013 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

Allocation Amount

Corporation Name: Gary Community School Corporation

Corp #: 4690

☐ Original

☐ Amendment # _____

School Name: Bailly Preparatory Academy

School #: 4105

		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rent als	Other Purchase Services	General Supplies	Property	Transfer	
		Cert	Noncert									
11000	Instruction	822,212	214,784	200,078	35,131				50,000			\$1,322,205
21000	Support Services-Student								3,000			\$3000
22100	Improvement of Instruction (Professional development)					337,990		50,000				\$387,990
22900	Other Support Services: Admin for School-Level Activities	3,600	2,295	697	467							\$7,059
25191	Refund of Revenue											\$0
26000	Operation and Maintenance											\$0
27000	Transportation											\$0.00
33000	Community Service Operations								17,000			\$17,000
60100	Transfers (Interfund)											\$0
	Column Totals	\$825,812	\$217,079	\$200,775	\$35,598	\$337,990	\$0		\$70,000	\$0	\$0	

TOTAL COST

\$1,737,254

1,424,264

Current Indirect Cost

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Total after deducting Property (710-748)

\$0

Total Available for Indirect Costs

\$1,424,264

Amount of Indirect Cost to be used

30,194

Grand Total After Indirect Cost

1,767,448

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
<p>Instructional Materials (Tier II & Tier III student materials) \$50,000.</p> <p>These materials will take the form of hands-on materials, and games and anchor the 8 step instructional process (Success Time). These materials will allow students be more engaged in the learning process.</p>		<p>Elementary School Comprehensive Improvement Model Stage One with technical assistance services to the school, incorporating job-embedded professional development and coaching, planning, monitoring and reporting, and including no less than 120 days of onsite services. Year Two includes: Teacher Compass: online tool for collecting, organizing, and analyzing teacher performance data to inform differentiated PD plans. Technology coaching modeling, professional development (5 days onsite) to support teacher's use of technology for learning (student engagement, differentiation, personalization). Tier II & Tier III interventions as a component of CIM program \$337,990</p>	<p>Materials & Supplies for Professional Development (teacher training materials; online access to personalized learning modules \$50,000</p> <p>These funds will allow staff members to attend all training sessions, conferences, retreats, and workshops identified within this grant.</p>	<p>Before school instruction (40 teachers for 68 hours) \$ 149,600</p> <p>After school instruction (40 teachers for 136 hours) \$ 299,200</p> <p>Saturday school instruction (12 teachers for 72 hours) \$47,520 Principal Salary-5 hrs for 18 Saturday \$ 3,600 Custodial Salary- 5 hrs for 18 Saturdays (Time & a half) \$2,295 Para/Secretary – 5 hrs a day for 18 Saturdays 1,552</p> <p>Travel –Will support 40 staff members to attend conference, training outside the school day) \$50,000</p> <p>Technology Specialist – 62,946 DA Coach: 62,946 Incentives for Parents \$ 17,000 Incentives for students \$ 3,000 Incentives for teachers-stipend up to \$5,000 per teacher for performance pay (40 staff) \$200,000 Materials & Supplies for Instruction \$50,000</p>

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

§ 2012-2013 SCHOOL IMPROVEMENT GRANT 1003(g) LEA BUDGET

☐ Original
☐ Amendment # _____

Allocation
Amount

Corporation Name: _____

Corp #: _____

		School Name:						School #:				Line Totals
		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert	Noncert									
11000	Instruction											\$0.00
21000	Support Services-Student											\$0.00
22100	Improvement of Instruction (Professional development)											\$0.00
22900	Other Support Services: Admin for LEA Activities											\$0.00
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance											\$0.00
27000	Transportation											\$0.00
33000	Community Service Operations											\$0.00
60100	Transfers (Interfund)											\$0.00
Column Totals		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
TOTAL COST												\$0.00
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Current Indirect Cost</div>		Subtract the amount above 25,000 (per individual contracted service) from your total budget:										
		Total after deducting Property (710-748)										\$0.00
		Total Available for Indirect Costs										\$0.00
		Amount of Indirect Cost to be used										
Grand Total After Indirect Cost												####

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel

§ 2013-2014 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

Allocation Amount

Corporation Name: Gary Community School Corporation

Corp #: 4690

☐ Original

☐ Amendment # _____

School Name: Bailly Preparatory Academy								School #: 4105				
		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert	Noncert									
11000	Instruction	822,212	214,784	200,078	35,131				48,000	172,200		\$1,492,405
21000	Support Services-Student								3,000			\$3,000
22100	Improvement of Instruction (Professional development)					404,240		50,000				\$454,240
22900	Other Support Services: Admin for School-Level Activities	3,600	2,295	694	467							\$7,056
25191	Refund of Revenue											\$0
26000	Operation and Maintenance											\$0
27000	Transportation											\$0
33000	Community Service Operations								17,000			\$2,000
60100	Transfers (Interfund)											\$0
Column Totals		\$825,812	\$217,079	\$200,772	\$35,598	\$404,240	\$0	\$50000	\$68,000	\$0	\$0.00	
TOTAL COST												\$1,937,701
Subtract the amount above 25,000 (per individual contracted service) from your total budget:												1,558,461
<div>Current Indirect Cost</div>		Total after deducting Property (710-748)										\$1,386,261
		Total Available for Indirect Costs										\$1,386,261
		Amount of Indirect Cost to be used										29,389
		Grand Total After Indirect Cost										1,967,090

Current Indirect Cost

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Total after deducting Property (710-748)

Total Available for Indirect Costs

Amount of Indirect Cost to be used

Grand Total After Indirect Cost

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
<p>Instructional Materials (Tier II & Tier III student materials) \$48,000.</p> <p>These materials will take the form of hands-on materials, and games and anchor the 8 step instructional process (Success Time). These materials will allow students be more engaged in the learning process.</p>	<p>Funds will be used to purchase lab tops for students in grades 4-6. Lab top computers 280 x \$585 = \$163,800.</p> <p>Computer cases = 280 x 30.00 = 8,400.00</p> <p>163,800 + 8,400 = 172,200.00</p>	<p>Elementary School Comprehensive Improvement Model with technical assistance services to the school, incorporating job-embedded professional development and coaching, planning, monitoring and reporting, and including no less than 120 days of onsite services. Year Three includes:</p> <p>Teacher Compass: online tool for collecting, organizing, and analyzing teacher performance data to inform differentiated PD plans.</p> <p>Learning Teams: Leadership training and monthly on-site facilitation for incorporating collaborative teaching teams</p> <p>Tier II & Tier III interventions as a component of CIM program \$404,240</p>	<p>Materials & Supplies for Professional Development (teacher training materials; online access to personalized learning modules \$50,000</p> <p>These funds will allow staff members to attend all training sessions, conferences, retreats, and workshops identified within this grant.</p>	<p>Before school instruction (40 teachers for 68 hours) \$ 149,600</p> <p>After school instruction (40 teachers for 136 hours) \$ 299,200</p> <p>Saturday school instruction (12 teachers for 72 hours) \$47,520</p> <p>Principal Salary-5 hrs for 18 Saturday \$ 3,600</p> <p>Custodial Salary- 5 hrs for 18 Saturdays (Time & a half) \$2,295</p> <p>Para/Secretary – 5 hrs a day for 18 Saturdays 1,552</p> <p>Travel –Will support 40 staff members to attend conference, training outside the school day) \$50,000</p> <p>Technology Specialist - \$62,946</p> <p>DA Coach: \$62,946</p> <p>Incentives for Parents \$ 17,000</p> <p>Incentives for students \$ 3,000</p> <p>Incentives for teachers-stipend up to \$5,000 per teacher for performance pay (40 staff) \$200,000</p> <p>Materials & Supplies for Instruction \$48,000</p>

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

§ 2013-2014 SCHOOL IMPROVEMENT GRANT 1003(g) LEA BUDGET

☐ **Original**
☐ **Amendment # _____**

Allocation
Amount

Corporation Name: _____

Corp #: _____

School Name: _____

School #: _____

		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Prope rty	Transfer	
		Cert	Noncert									
11000	Instruction											\$0.00
21000	Support Services-Student											\$0.00
22100	Improvement of Instruction (Professional development)											\$0.00
22900	Other Support Services: Admin for LEA Activities											\$0.00
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance											\$0.00
27000	Transportation											\$0.00
33000	Community Service Operations											\$0.00
60100	Transfers (Interfund)											\$0.00
	Column Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

**TOTAL
COST**

\$0.00

Current Indirect
Cost

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Total after deducting Property (710-748)

\$0.00

Total Available for Indirect Costs

\$0.00

Amount of Indirect Cost to be used

Grand Total After Indirect Cost

####

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel

ATTACHMENTS

Minutes of School Board Meeting

Memorandum of Understanding: Restructuring of Schools

Letter from Teachers Union

Resume for Lucille Washington, Principal of Bailly Preparatory Academy

Resume for George Comer, Assistant Superintendent for Curriculum and Instruction & Turnaround Officer

MINUTES OF THE REGULAR MEETING OF THE BOARD OF SCHOOL TRUSTEES

TUESDAY, JULY 12, 2011

CONSENT AGENDA

Dr. Myrtle Campbell

Dr. Campbell: The Superintendent recommends approval of the Consent Agenda for July 12, 2011 as follows:

CURRICULUM, INSTRUCTION AND TECHNOLOGY

1. 1003g School Improvement Grant

Dr. Campbell: The Superintendent recommends approval of the intent to apply for the 1003g School Improvement Grant and the adoption of the Turnaround Model for School Intervention for Roosevelt Career and Technical Academy, Lew Wallace STEM Academy and Bailly Preparatory Academy.

Mr. D. Washington: You have heard the recommendation from the Superintendent. What is the pleasure of the Board?

Ms. Moore moved approval of the recommendation. Mrs. King-Smith seconded the motion.

Mr. D. Washington: It has been moved and seconded that we approve the recommendation as presented by the Superintendent. Are there any questions or comments from Board Members? Hearing none, we would like a roll call.

Roll Call

Vote: Approval of the Consent Agenda including the 1003g School Improvement Grant

Ayes: D. Washington, Williams, Leek, Moore, King-Smith, Stalling, R. Washington

Nays: None

President D. Washington declared the motion carried.

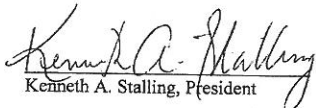
**Memorandum of Understanding
RE: Restructuring of Schools**

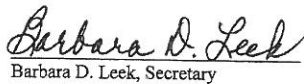
During the life of the Agreement from January 1, 2011, through December 31, 2014, when the State notifies the School Corporation that a school is in need of restructuring based on its failure to meet state standards:

- The School Board shall instruct staff to adopt an appropriate "restructuring" model to address issues identified by the State Department of Education.
- A School Board member shall chair a collaborative committee comprised of administration, Union, local universities, and parent representatives.
- A CPM schedule (including benchmarks) will be developed by the parties and submitted to the Board of Trustees for approval.
- Restructuring models should incorporate those adopted by the state.
- The Gary Community School Corporation and the Gary Teachers Union shall immediately work on a school remediation (turnaround) model for schools in their 5th year of school improvement.
- The work on the development of these models would be conducted by a collaborative committee (administration, school board, Union, local universities and parents).
- Modifications of the collective bargaining agreement shall be made in accordance with Article 38, Section D

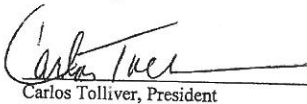
The Memorandum of Understanding shall not be subject to the grievance procedure. Approval of school remediation models shall be the exclusive prerogative of the Board, and any provision of this Memorandum of Understanding that conflicts with the restructuring options available to the Board of School Trustees of the Gary Community School Corporation under federal or state statutes, regulations, or rules because of a failure of the School Corporation or school to meet federal or state accountability standards shall be null and void insofar as it restricts the restructuring options available to the Board of School Trustees.

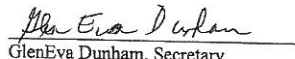
Board of School Trustees
Gary Community School Corp. By:


Kenneth A. Stalling, President


Barbara D. Leek, Secretary

Gary Teachers Union, Local #4, AFT,
AFL-CIO By:


Carlos Tolliver, President


GlenEva Dunham, Secretary

April 15, 2011

GARY TEACHERS UNION

Local No. 4, AFT, AFL-CIO
1401 Virginia Street – Gary, Indiana 46407
Phone: (219) 886-7320 FAX: (219) 886-0411



Carlos Tolliver, President

July 15, 2011

Dr. Myrtle Campbell, Superintendent
Gary Community School Corporation
620 East 10th Place
Gary, Indiana 46402

RE: SIG Grant Application – Lew Wallace STEM Academy

Dear Dr. Campbell:

This letter is to inform you the Gary Teachers Union, Local 4, American Federation of Teachers received the Gary Community School Corporation's School Improvement Grant Application (Roosevelt Career and Technical Academy) on Thursday July 14, 2011. We are in the process of reviewing the document (approximately 137 pages). After a comprehensive analysis of the document and forthcoming budget and addendums, we will provide you with a specific recommendation.

Please feel free to contact me in the event you may have a need for additional information.

Sincerely,

A handwritten signature in cursive script that reads 'Carlos Tolliver'.

Carlos Tolliver
President

C: Darren Washington
Gary School Board of Trustees
Local 4 Executive Board

Resume"
Lucille Doreatha Washington

4671 Tyler
Gary, Indiana 46408
(219) 887-7617

SUMMARY

Experienced school administrator. Has demonstrated accomplishments in Administration, Supervision and Public Relations.

RELATED EXPERIENCE

Administration and Supervision:

Communicates policies and procedures to staff, parents and the community at large.

Plans and coordinates the activities of all staff.

Maintains records of all areas of responsibility.

Inspires performances of all members in their particular duties.

Executes and supervises school budget.

Directs the evaluation process and data recording of personnel.

Conducts various workshops for administrators and teachers.

Oversees overall operations of the school.

Reads and performs research to keep abreast of the trends taking place in education.

Plans and organizes staff development in-service for staff.

Disaggregates test data to monitor student progress.

Develops grade level bench mark tests for students in grades one through six.

Trained by the state of Indiana as a site reviewer for PBA.

Trained in the use of the 8 Step Instructional Model.

Trained in Singapore Math Instructional Strategies.

Restructured three (3) schools in three (3) years (2007-2011).

PUBLIC RELATIONS

Has the distinction of heading the first school (Nobel) in the United States to have an Environmental Heritage Exchange Program.

Participates in District Advisory Council

Encourages parental involvement.

Plans and organizes parent in services in Mega Skills.

Maintains a Parent Resource Center and facilitates Parenting Skills Workshops.

Held the first Home/School Conference in the school corporation (Spring 1998)

Facilitator for the design of the Marquette Kids Park project.

ACCOMPLISHMENTS

Initiated a dress code (first public school in Indiana) Uniforms.
Listed in Who's Who Among Outstanding Young Women in America (1984).
Excellent communication skills.
Preceptor Principal
Involved in various committees of the School Corporation:
Co-Chairperson Online Report Card Committee
Growth and Achievement Program (1987)
Chairperson – Elementary Goals Committee (1995)
Indiana Technology Leadership Training Academy (1989)
Budget and Finance Committee (five years)
Co-chairperson – Recommendations for Elementary School Closing Committee (1996)
Member Language Arts Adoption Committee (1996)
Member of various Interviewing Committees (Teachers, Principals/Assistant Principal, Maintenance Department/Various trades, Directors, Finance and Purchasing).
AFT Local # 4 Building Representative (two years)
AFT Local # 4 Building Representative of the Year.
President South Glen Park Babe Ruth.

EMPLOYMENT HISTORY

2009 – 2011: Principal Bailly Preparatory Academy
2007- 2009: Principal Ernie Pyle Elementary School
2003 – 2007: Principal Benjamin Franklin Elementary School
1885- 2003: Principal Alfred B. Nobel Elementary School
1984 – 1985: Assistant Principal Spaulding Elementary School
1970 – 1984: Elementary teacher grades one through six
(Self-contained and Art Education)

EDUCATION

2003-2005: Nova Southeastern University
Doctor of Education Leadership
1976 – 1996: Purdue Calumet, Hammond, Indiana
Supervision and Administration K-8
Course work includes:
Foundation of Curriculum Development
Secondary School Curriculum
Educational Facility Planning
Personnel Administration
Collective Bargaining
The Personnel Function
Internship Central Office (Personnel 1991 GCSC)

1972 – 1976: Purdue Calumet – Masters of Science
Elementary Education
1966 – 1970: Tuskegee University, Tuskegee, Alabama
Bachelor of Science in Elementary Education

PERSONAL

Birth date: November 27, 1947

Marital Status: widow, one son

Affiliations:

Urban League
P.T.A.
Miller Citizens Committee
Superintendent's Blue Ribbon Committee
Marquette Park Playground Committee
Gary-Tuskegee Alumni Club

PROFESSIONAL

Association for Supervision and Curriculum Development
Gary Reading Council
Elementary Social Studies Council
National Council Teachers of Mathematics
Gary Elementary Principals Association (Treasurer 1988 & 1989)
Gary Elementary Principals Association (Professional Development Chairperson)
Association for Childhood Educational International
Northwest Indiana Association for Black School Educators
Phi Delta Kappa
Professional Development of Educator

George Comer
12590 Pennsylvania
Crown Point, IN 46307
(219)662-0389

Work Experience:

Assistant Superintendent for Curriculum and Instruction
Gary Community School Corporation
620 East 10th Place - Gary, IN
2009 – Present

Director of Federal Program and Grants
Gary Community School Corporation
2002 – 2009

Director of Student and Family Services
Gary Community School Corporation
1999 – 2002

Director of Curriculum Services
Gary Community School Corporation
1988 – 1999

Supervisor of English/Language Arts
Gary Community School Corporation
1976 – 1988

Dean of Students
Gary Community School Corporation
1975 – 1976

Administrative Assistant,
Dunbar-Pulaski Middle School
Gary Community School Corporation
1974 – 1975

Teacher, English/Language Arts
Tolleston Middle/High School
Gary Community School Corporation
1968 – 1974

Education:

Educational Specialist,
Purdue University, Lafayette, IN, 2010

Turnaround experience includes the following:

- Directing the creation and execution of the critical systems, such as leadership, curriculum, pedagogy, assessment, intervention, data management and professional development
- Directing all staff in articulating a clear vision of the qualities necessary for effective differentiated instruction within Professional Learning Communities.

- Establishing and promoting high standards and expectations for all students and staff for academic performance and responsibility for behavior (e.g. develop staff reward/incentive program).
- Recognizing patterns and trends related to school performance, analyzing complex information to formulate strategic vision consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, and emergency procedures.
- Establishing the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the District's philosophy, mission statement and instructional goals.
- Supervising the instructional programs of the schools, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
- Evaluating administrators and teachers and the building based upon an approved evaluation instrument.
- Establishing procedures for evaluation and selection of instructional materials and equipment.
- Keeping the staff informed and seeking ideas for the improvement through out the district.
- Organizing teaching and learning opportunities and collaboration meetings on as needed intervals; facilitating districtwide staff meetings.
- Assuming responsibility for average yearly progress for district schools.